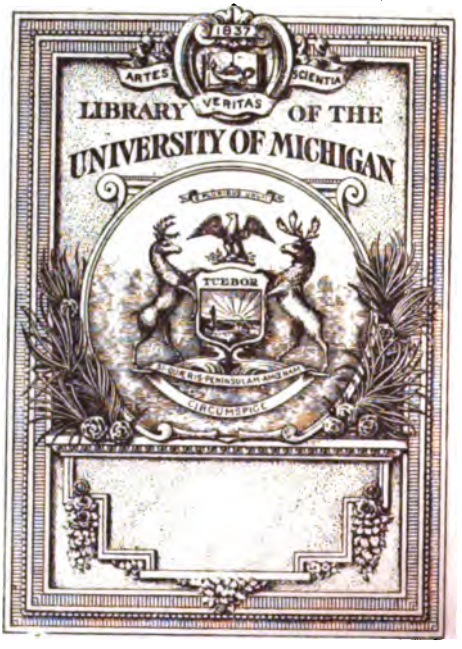

YEAR BOOK

OF THE

Michigan State Normal College

FOR

1900-1901

INCLUDING

ANNOUNCEMENTS FOR 1901-1902

AND

REGISTER OF STUDENTS

1901
THE SCHARF TAG, LABEL & BOX CO.
YPSILANTI, MICH.

Michigan State Normal College

YEAR BOOK

1900-1901

Michigan System

OF

State Normal Schools

STATE BOARD OF EDUCATION

HON. E. FINLEY JOHNSON, Ann Arbor . . .	President
HON. JAMES H. THOMPSON, Evart . .	Vice-President
HON. DELOS FALL, Lansing	Secretary
HON. FREDERIC A. PLATT, Flint . . .	Treasurer

HON. DELOS FALL,
Superintendent of Public Instruction.

ALBERT LEONARD, A. M., Ph. D.,
President of the Michigan System of Normal Schools.

Regular meeting of the Board, fourth Friday of each month.

Faculties

OF

Michigan State Normal Schools

ALBERT LEONARD, A. M., Ph. D.,
President of Michigan System of Normal Schools.

MICHIGAN STATE NORMAL COLLEGE

YPSILANTI

ELMER A. LYMAN, A. B., Principal.

ANCIENT LANGUAGES

*Benjamin L. D'Ooge, A. M.,
Professor of Latin and Greek.

Benjamin O. Foster, Ph. D.,
Acting Professor of Latin and Greek.

Helen B. Muir,
Assistant in Latin and Greek.

Sereno Burton Clark,
Instructor in Latin and Greek.

Elsie E. Cooper,
Instructor in Latin and Greek.

DRAWING AND GEOGRAPHY

Charles T. McFarlane, Ph. B., B. Pd.,
Professor of Drawing and Geography.

Bertha Hull,
Assistant in Drawing.

†Isabella Stickney,
Instructor in Drawing.

Bertha Goodison,
Instructor in Drawing.

Melissa M. Hull,
Instructor in Drawing.

Mary Judson Averett,
Assistant in Geography.

ENGLISH

Florus A. Barbour, A. B.,
Professor of English.

---

*Absent on leave 1900-01.
†Resigned Jan. 1.

Abbie Pearce, Ph. B., B. Pd.,
Assistant in English.

Helen E. Bacon, Ph. B.,
Assistant in English.

J. Stuart Lathers, B. L.,
Assistant in English.

Winifred Bangs, B. L.,
Assistant in English.

Estelle Downing,
Instructor in English.

HISTORY AND CIVICS

Julia Anne King, A. M., M. Pd.,
Professor of History and Civics.

Mary B. Putnam, Ph. B., B. Pd.,
Assistant in Civics.

Florence Shultes,
Assistant in History.

Bertha L. Buell, B. L.,
Instructor in History.

Edith M. Todd,
Instructor in History and Civics.

MATHEMATICS

Elmer A. Lyman, A. B.,
Principal and Professor of Mathematics.

John C. Stone, A. M.,
Assistant Professor of Mathematics.

Ada A. Norton, Ph. M.,
Assistant in Mathematics.

*Kate R. Thompson,
Instructor in Mathematics.

T. Letitia Thompson, Ph. B.,
Instructor in Mathematics.

William H. Wentworth,
Instructor in Mathematics.

MODERN LANGUAGES

August Lodeman, A. M.,
Professor of French and German.

Alice R. Robson, Ph. B.,
Assistant in French and German.

Josephine Doniat, A. B.,
Assistant in French and German.

---

*Absent on leave 1900-01.

MUSIC

Frederic H. Pease,
Professor of Music.

Clyde E. Foster,
Assistant in Music.

Myra Bird,
Instructor in Music.

Minor E. White,
Instructor in Music.

Arthur L. Bostick,
Instructor in Music.

NATURAL SCIENCES

*Will H. Sherzer, M. S.,
Professor of Natural Sciences.

Jessie Phelps, M. S.,
Assistant in Natural Sciences.

Mary A. Goddard, B. S.,
Instructor in Botany.

William D. Cramer,
Instructor in Natural Sciences.

George L. Davis,
Assistant in Laboratory.

A. J. Ewing,
Assistant in Laboratory.

PHYSICAL SCIENCES

Edwin A. Strong, A. M.,
Professor of Physical Sciences.

Frederic R. Gorton, B. S.,
Assistant in Physical Sciences.

B. W. Peet, M. S.,
Assistant in Chemistry.

Fred G. Snedicor,
Assistant in Laboratory.

PSYCHOLOGY AND PEDAGOGY

Daniel Putnam, A. M., LL. D.,
Emeritus Professor of Psychology and Pedagogy.

Charles O. Hoyt, A. B.,
Associate Professor of Psychology and Pedagogy.

Samuel B. Laird, M. S., B. Pd.,
Associate Professor of Psychology and Pedagogy.

Dimon H. Roberts, A. M.
Superintendent of Training School.

---

*Absent on leave 1900-01.

PHYSICAL TRAINING

Clayton T. Teetzel, LL. B.,
Director of Physical Training.

Fannie Cheever Burton,
Assistant in Physical Training.

Mary Ida Mann,
Instructor in Physical Training.

Bertha Ronan,
Instructor in Physical Training.

TRAINING SCHOOL

Dimon H. Roberts, A. M.,
Superintendent of Training School.

Hester P. Stowe,
Kindergartner.

Margaret E. Wise,
Critic Teacher, First Grade.

Adella Jackson,
Critic Teacher, Second Grade.

Abigail Lynch,
Critic Teacher, Third Grade.

Harriet M. Plunkett,
Critic Teacher, Fourth Grade.

Mary M. Steagall,
Critic Teacher, Fifth Grade.

Abbie Roe,
Critic Teacher, Sixth Grade.

***Julia Martin,**
Critic Teacher, Seventh Grade.

Cloe McCartney,
Acting Critic Teacher, Seventh Grade.

Edna Hope Barr, Ph. B.,
Critic Teacher, Eighth and Ninth Grades.

Clyde E. Foster,
Special Supervisor of Music.

Mary Ida Mann,
Special Supervisor of Physical Training.

Bertha Hull,
Special Supervisor of Drawing

---

*Absent on leave, 1900-01

Sherzer, Will H., M. S.,	9 Summit St.
Stone, John C., A. M.	501 Adams St.
Shultes, Florence	216 Washington St.
Stowe, Hester P.	Hawkins House
Steagall, Mary M.	210 Washington St.
Teetzel, Clayton T., LL. B.	917 Cross St.
Thompson, Kate R.	811 Ellis St.
Todd, Edith M.	417 Ellis St.
Thompson, T. Letitia, Ph. B.	510 Pearl St.
Wise, Margaret E.	18 Adams St.
Wentworth, William H.	736 Lowell St.
White, Minor E.	801 Chicago Ave.

LIBRARY

Genevieve M. Walton, Librarian	403 Huron St.
Francis L. D. Goodrich, Assistant	Ann Arbor
Alice Barnes, Assistant	220 Huron St.
Albert C. Stitt, Assistant	601 Ellis St.

OFFICE

Frances L. Stewart, Clerk	314 Cross St.
Agnes Morse, Stenographer	225 N. Prospect St.
Nellie G. Rorabacher, Stenographer	512 Chicago Ave.

SUPERINTENDENT OF BUILDINGS AND GROUNDS

John W. Stevens	228 Congress St.

ADMINISTRATIVE ORGANIZATION
of the
STATE NORMAL COLLEGE

Albert Leonard, A. M., Ph. D., President of the Michigan System of Normal Schools.

THE COUNCIL

Elmer A. Lyman, A. B., Principal.
Frederic H. Pease.
Daniel Putnam, A. M., LL. D.
August Lodeman, A. M.

FACULTY FOR 1901-02

Averett, Mary Judson	220 N. Huron St.
Barbour, Florus A., A. B.	704 Pearl St.
Bangs, Winifred, B. L.	216 Washington St.
Burton, Fannie Cheever	517 Adams St.
Buell, Bertha, B. L.	413 Ellis St.
Barr, Edna Hope, Ph. B.	501 Adams St.
Bird, Myra	811 Ellis St.
D'Ooge, Benjamin L., A. M.	
Downing, Estelle	720 Lowell St.
Foster, Clyde E.	318 Forest Ave.
Gorton, Fred R., B. S.	605 Summit St.
Goddard, Mary A., B. S.	501 Adams St.
Goodison, Bertha	321 S. Huron St.
*Hoyt, Charles O., A. B.	
Jackson, Adella	105 Normal St.
King, Julia Anne, A. M., M. Pd.	611 Pearl St.
Leonard, Albert, A. M., Ph. D.	217 Washington St.
Lyman, Elmer A., A. B.	126 Washington St.
Lodeman, August, A. M.	505 Chicago Ave.
Lathers, J. Stuart, B. L.	627 Adams St.
Lynch, Abigail	7 Normal St.
Martin, Julia	
McFarlane, Charles T., Ph B., B. Pd.	602 Congress St.
Muir, Helen B.	216 Washington St.
Mann, Mary Ida	518 Ellis St.
Norton, Ada A., A. M.	510 Pearl St.
Putnam, Daniel, A. M. LL. D.	314 Forest Ave.
Pease, Frederic H.	35 Summit St.
Pearce, Abbie, Ph. B., P. Pd.	405 Congress Ave.
Putnam, Mary B., Ph. B., B. Pd.	314 Forest Ave.
Peet, B. W., M. S.	525 Adams St.
Phelps, Jessie, M. S.	720 Lowell St.
*Plunkett, Harriet M.	614 Cross St.
Roberts, Dimon H., A. M.	318 Forest Ave.
Robson, Alice R., Ph. B.	130 College Place
Roe, Abbie	417 Ellis St.
Strong, Edwin A., A. M.	127 Normal St.

*Absent on leave, 1901-02.

Sherzer, Will H., M. S.,	9 Summit St.
Stone, John C., A. M.	501 Adams St.
Shultes, Florence	216 Washington St.
Stowe, Hester P.	Hawkins House
Steagall, Mary M.	210 Washington St.
Teetzel, Clayton T., LL. B.	917 Cross St.
Thompson, Kate R.	811 Ellis St.
Todd, Edith M.	417 Ellis St.
Thompson, T. Letitia, Ph. B.	510 Pearl St.
Wise, Margaret E.	18 Adams St.
Wentworth, William H.	736 Lowell St.
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Nellie G. Rorabacher, Stenographer	512 Chicago Ave.

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John W. Stevens	228 Congress St.

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Florus A. Barbour, A. B.
Benjamin L. D'Ooge, A. M.
Will H. Sherzer, M. S.
Charles T. McFarlane, Ph. B., B. Pd.
Charles O. Hoyt, A. B.
Samuel B. Laird, M. S., B. Pd.
Dimon H. Roberts, A. M.
Clayton T. Teetzel, LL. B.
Benjamin O. Foster, Ph. D.

CENTRAL STATE NORMAL SCHOOL

MT. PLEASANT

Faculty

Charles T. Grawn, M. Pd., ... Principal
Professor of Psychology and Pedagogy.

Lucy Adella Sloan, M. S., ... Preceptress
Professor of English Language and Literature.

Fred L. Keeler, B. S.,
Professor of Physics and Chemistry.

William Bellis, Pd. B.,
Professor of Mathematics.

John Kelly, Pd. B., ... , . . . Secretary
Professor of Reading.

Claude S. Larzelere, M. A.,
Professor of History and Civics.

Elizabeth Wightman,
Professor of Drawing and Supervisor of Drawing in Training School.

R. D. Calkins,
Professor of Geography.

T. Bath Glasson,
Director of Conservatory.

Bertha I. Howe,
Piano and Violin.

Evalyn McAllaster,
Supervisor of Music in Training School.

Rachel Tate,
Assistant in English.

Anna M. Barnard, A. B.,
Latin and German.
Charles T. Tambling, A. B.,
Assistant in Mathematics.
Mae Woldt, B. S.,
Assistant in Science.
Albert J. Armstrong,
Penmanship and Bookkeeping.
George W. Loomis, A. M.,
Superintendent of Training School.
Margaret Wakelee,
Kindergarten.
Frances Burt,
First Grade.
Lois B. Wilson,
Second Grade.
Irene L. Getty,
Third Grade.
Carrie A. Simpson,
Fourth Grade.
Floy Hungerford,
Fifth Grade.
Gertrude Robinson,
Sixth Grade.
Mrs. Minnie I. Termaat
Seventh Grade.
Mary J. Jordan,
Librarian.
Estella D. Whitten,
Stenographer.

NORTHERN STATE NORMAL SCHOOL

MARQUETTE

Faculty

Dwight B. Waldo, A. M., ... Principal
History and Civics.
Louis F. Anderson, A. B.,
Psychology and Pedagogy.
William McCracken, A. B.,
Science.
Flora J. Hill, B. L.,
Preceptress, English.
Martha B. Ackerman,
Geography and Drawing.

Sophia Linton,
Department of Music.
R. Clyde Ford, Ph. D.,
Modern Languages.
Katherine Kellas, Ph. B.,
Assistant in History.
J. B. Faught, Ph. D.,
Mathematics.

Training School

Lewis F. Anderson, A. B.,
Superintendent.
Flora Mowbray,
Kindergarten.
Luella Melhinch,
First Grade.
Lola Harmon, Ph. B.,
Second Grade.
Esther Woodruff,
Third Grade.
Lillian Hadley, Ph. B.,
Fourth Grade.

ADMINISTRATIVE ORGANIZATION

ALBERT LEONARD, A. M. Ph. D.,
President.
ELMER A. LYMAN, A. B.,
Principal of the State Normal College.
CHARLES T. GRAWN, M. Pd.,
Principal of the Central State Normal School.
DWIGHT B. WALDO,
Principal of the Northern State Normal School.

ALUMNI ASSOCIATION

President	AUSTIN GEORGE
Vice-President	FLORA WILBUR
Secretary and Treasurer	EUNICE LAMBIE
Executive Committee	ABBIE PEARCE
	F. J. HENDERSHOTT
	LAURETTA FERGUSON

CALENDAR FOR 1901-02

1901

Sunday, June 23	Baccalaureate Address
Wednesday, June 26	Commencement
Saturday, June 29	Entrance Examinations
Monday, July 1	Classification of Students
Tuesday, July 2	Summer Quarter Begins
Friday, September 20	Summer Quarter Closes
Wednesday, September 25 Thursday, September 26	Entrance Examinations
Friday, September 27 Saturday, September 28	Classification of Students
Tuesday, October 1	Fall Quarter Begins
Thursday, November 28, to Saturday, November 30	Thanksgiving Recess
Friday, December 20	Fall Quarter Closes

1902

Tuesday, January 7	Winter Quarter Begins Entrance Examinations
Saturday, February 22	Washington's Birthday
Friday, March 28	Winter Quarter Closes
Tuesday, April 8	Spring Quarter Begins
Friday, May 30	Memorial Day
Wednesday, June 25	Commencement
Saturday, June 28	Entrance Examinations
Monday, June 30	Classification of Students
Tuesday, July 1	Summer Quarter Begins
Friday, September 19	Summer Quarter Closes

The Michigan State Normal College

LOCATION

The Normal College is located at Ypsilanti, Washtenaw County. Ypsilanti is on the main line of the Michigan Central Railroad, over which it is readily accessible from all points on the various divisions of the Michigan Central system. The Ypsilanti branch of the Lake Shore & Michigan Southern gives a means of approach from the south and west. The D., Y. & A. A. electric line passes through the College campus, giving communication every half hour with Detroit, Ann Arbor and intermediate points. The same electric line makes connection with the Ann Arbor & Northern Michigan R. R. at Ann Arbor, and with the Pere Marquette System at Wayne, and at Detroit with the various roads entering that city.

PURPOSE

"The purpose of the Normal School shall be the instruction of persons in the art of teaching, and in all the various branches pertaining to the public schools of the State of Michigan." This statement, taken from the Act of 1889 revising and compiling the school laws, clearly indicates the guiding principle in all that relates to the work of the College. It is with this purpose in view that selection of teachers is made, that courses of study are arranged, libraries and laboratories equipped, and a Training School of nine grades and kindergarten is conducted. The law quoted above also provides that, before being admitted, all applicants shall sign a declaration of intention to teach in the schools of the state. The institution stands for three essentials in the preparation of the teacher: (1) a high grade of scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision and criticism.

SCHOLARSHIPS

The State Legislature in 1899 passed an act providing "that five or more persons of full age, residing in the State of Michigan may associate and incorporate themselves together for the purpose of establishing loan funds for the benefit of schools, scholars, and students of this state, to assist them to attend the state Normal College at Ypsilanti, the Central Michigan Normal School at Mt. Pleasant," and other State Institutions.

A corporation organized in accordance with the provisions of this Act "shall be under the general management of not less than five nor more than fifteen trustees," and "shall in law and equity be capable of taking and receiving real and personal estate, not exceeding twenty-five thousand dollars in the aggregate, for the purpose of its incorporation."

Public Acts of 1899. Act No. 250, pages 389-391.

HISTORY

The Ypsilanti Normal School was the sixth state normal school in the United States and the first west of the Alleghany Mountains. The law establishing it was enacted in 1849, and its first class was graduated in 1854. The average enrollment down to 1860 was 297; from 1860 to 1870, 347; from 1870 to 1880, 346; from 1880 to 1890, 537; from 1890 to 1900, 975. The enrollment for the present year up to February 15th, is 1343. Besides this rapid increase in num bers there has been, during the last few years, a considerable increase in the number of students remaining through the year, the daily attendance being for this year fully 90% of the total enrollment. Another notable gain has been in the better preparation of our students. Since 1890 the number of preparatory students has fallen from 120 to 60, while the number of graduates of approved high schools has risen from 135 to 715. There has been more than a proportionate growth in the number of teachers, the original number of five having increased to twelve in 1880, and the Faculty now including a total of 53. The school has for a number of years been doing work of collegiate grade, and the Legislature of 1897, in recognition of this fact, authorized the State Board of Education to designate the school, in the courses leading to life certificates and degrees, by the name of the Michigan State Normal College.

GROUNDS

The original site chosen for the School contained a little less than six acres, situated on high ground overlooking the city, which lies in the Huron valley. This was increased by something over an acre in 1893, when a piece of ground lying to the south was purchased for the location of the Gymnasium. In 1895 the city of Ypsilanti purchased and presented to the College about three acres adjoining the original site, on the west, making a total of ten acres, upon which are located the five College buildings, the heating plant, and the athletic field.

BUILDINGS

The original building, erected in 1852, was destroyed by fire in 1859 and immediately rebuilt. This second building now stands as the central part of the main building. The front part was added in 1878, the west addition in 1882, the north and south wings in 1888, giving the building as now used the form of a cross, with a length of about 300 feet in each direction. The main building contains over sixty rooms, including class rooms and laboratories for nine departments, the assembly hall, the library, the offices of the Clerk, the Principal, the President, and the State Board of Education, and rooms for the Literary Societies.

The Conservatory building, originally intended for the use of the State Agricultural Society, contains six rooms, which are used exclusively by the Music Department.

The Gymnasium, erected in 1893, contains six rooms and is fully occupied by the department of Physical Training.

The Training School, the central portion of which was built in 1896, and which is now completed, is a modern structure planned to accommodate eight grades and a kindergarten, and contains offices, recitation rooms, and an assembly room, in addition to the grade rooms.

Starkweather Hall, the gift of Mrs. Mary Starkweather, is a substantial and beautiful stone building, and is used by the Christian Association.

EQUIPMENT

The library contains over 22,000 volumes, admirably selected and easily accessible. There are well equipped laboratories for the

various lines of science work, the outfit including, in all cases, such apparatus as it is possible to obtain and use in high schools, as well as the more extensive and costly equipment suitable for a college. In the Departments of Music there are provided a fine pipe organ and twelve or more pianos. The Physical Training Department has two fully equipped gymnasiums, affording opportunity for 500 students daily. The College is well supplied with examples of the best art, a large number of pieces of the best classic statuary, and a still larger number of the reproductions of the work of the world's best painters, which have been placed in the library, halls, and various class rooms.

For more complete information as to details of the equipment of the College, see Department Reports.

The Library

The library facilities were increased in every way in 1897. The entire first floor of the north wing of the building (56x80 ft.) was given to the library, three rooms being thrown together by the cutting of spacious arches. The old library (40x50 ft.) was thus made available for a reading room, the two west rooms for the book stacks, and the space between for office and delivery desk service. Connected with the main building by a wide corridor, the library is most conveniently accessible.

The library numbers over 22,000 volumes, an increase of 1,000 volumes in the past year. The accessions are very evenly distributed among the departments, with a fair proportion for general reference books and for literature in a broader sense than the demands of class work would require. The increased use of the library is shown from the fact that with the enlarged space it is relatively fuller than before. The reading room is frequently taxed beyond its seating capacity many hours in the day, and there are usually from ten to twenty student assistants, off duty, working at the tables in the south stack room.

The reading room has comfortable seating capacity for 130, but is often overcrowded. Two thousand five hundred volumes are free of access, and also the current numbers of periodicals and newspapers. These books comprise (1) general dictionaries, cyclopedias, commentaries, atlases, miscellaneous books of quotations, and literary helps and compendia, year books, almanacs, etc., etc. (2) All the bound files of general magazines, with Poole's index and the Cleveland cumulative index. This convenient placing of the periodicals has fully doubled their usefulness, and the long shelves on which the indexes are kept are constantly crowded. (3) Public documents, including the Congressional Record and others most used by the classes in Political Science and by the Mock Congress.

The stack rooms are well arranged, both for convenience and lighting. The iron stacks of the Library Bureau are used. The

Dewey classification is followed. The period during which the library is opened is lengthened to ten and a quarter hours (7:15 A. M. to 5:30 P. M.) on school days, and to four hours (8 A. M. to 12 M.) on Saturdays.

Access to the shelves is restricted to students who assist for an hour a day in the library. Students desiring this work apply to the librarian, a regular hour is assigned for the term, and promptness and regularity are demanded. No credits are given for this work; but the free access to the shelves at all times during the day, the knowledge acquired of books and of library work, and certain other privileges, are considered a good equivalent. There are fifty student assistants, most of whom work twenty-four weeks, two terms; many work longer. The assistants meet the librarian for a short series of instruction before beginning the work. Besides the service at the delivery desk, special work is assigned to each assistant.

The department libraries of from 100 to 300 volumes each, have increased. These constitute an effective addition to the equipment of the class room for ready and special reference. Several of the departments have special card catalogues of subjects relating to their particular work. These give more complete and detailed reference than would be possible in a general catalogue of the library, and greatly faciliate the research work of the students.

The connection between the library and the Training School is very close. Each grade room has an increasing number of books most needed, regularly transferred, and every hour many volumes go from the library for supplementary reading and illustrative helps in teaching. A larger proportion than usual of books suitable for primary and grammar grade needs, has been bought.

In the reading room are the following periodicals:

American Chemical Journal.
American Historical Review.
American Journal of Archæology.
American Journal of Philology.
American Journal of Physiology.
American Journal of Psychology.
American Journal of Sociology.
American Microscopial Journal.
Kindergarten Review.
Library Journal.
Literary News.
Littell's Living Age.
Mind and Body.
Moderator.
Modern Language Notes.
Monist.

American Naturalist.
Appleton's Popular Science Monthly.
Art Journal (London).
Astro-Physical Journal.
Atlantic Monthly
Bird-lore.
Blackwood.
Botanical Gazette.
Bulletin of Geological Society of America.
Catholic World.
Century Magazine.
Chautauquan.
Child Study Monthly.
Classical Review.
Contemporary Review.
Cosmopolitan.
Critic.
Cumulative Index to Periodicals.
Current History.
Detroit Free Press.
Edinburgh Review.
Education.
Educational Review.
Fortnightly Review.
Forum.
Geographical Journal.
Harper's Monthly.
Harper's Weekly.
Intelligence.
Johns Hopkins University Circulars.
Journal of Adolescence.
Journal of Education, New England.
Journal of Geology.
Journal of Pedagogy.
Journal of School Geography.
Music.
Nation.
National Geog. Magazine.
Nature.
Neueren Sprachen.
New Education.
Nineteenth Century.
Normal College News.
North American Review.
Outing.
Outlook.
Pädagogische Zeitung.
Paidology.
Pedagogical Seminary.
Petermann's Mitteilungen.
Philosophical Review.
Popular Astronomy.
Primary Education.
Psychological Review.
Publishers' Weekly.
Recreation.
Review of Reviews.
Revue des deux Mondes.
Revue Internationale de l' Enseignement.
Revue Pédagogique.
School and Home Education.
School Review.
Science.
Scientific American.
Scientific American Supplement.
Scottish Geographical Journal.
Scribner's Magazine.
Teachers' World.
Wiedermann's Annalen.
Zeitschrift für ausländisches Unterrichtswesen.
Zeitschrift für physikalischen u. chemischen Unterricht.

Kindergarten Magazine.

Zeitschrift für reform d. höheren Schulen.

Besides those enumerated above, which are for general use, the following periodicals are taken regularly for the Training School and for Departments:

TRAINING SCHOOL

Child Garden,	Grades 1 and 2
Plan Book,	Grade 1
Kindergarten Magazine,	Grade 2
Little Folks,	Grade 3
St. Nicholas,	Grade 4
Popular Educator,	Grade 7
Youth's Companion,	Grades 5 and 7

DEPARTMENTS

Art Education.
2. Euphorion.
Gartenlaube
International Studio.
Brush and Pencil.
1. Deutsche Rundschau.
House Beautiful.

Of the ninety-seven periodicals listed one year ago five have been discontinued, and twelve have been added to the list. The addition of the Cleveland Cumulative Index to Periodicals has faciliated the use of this class of literature. Of the fifty-six periodicals indexed in its monthly issue, twenty-six are to be found in the reading room of this library.

The library has been designated a "Remainder Depository" for United States public documents, which faciliates the procuring, from the general government, of documents and reports that are of the greatest value.

Societies and Clubs

THE ALUMNI

Since the Normal was first opened in 1853, there have gone out from it 3,420 graduates, 98 per cent of whom have taught in the schools of our own and neighboring states. Over 1,100 have been graduated in the last five years, and the greater part of these are now engaged in teaching in Michigan. Individually, these alumni of our institution exert a considerable and wholesome influence in determining the educational policy of the state with which the interests of the State Normal College are inseparably connected. Until recently there has been very little movement towards organization, but within the last few years a marked increase of interest in this direction has been noticeable. There have been more and larger alumni reunions, several class reunions, and a considerable number of local organizations have been formed. Such organizations are a power for good, both to the graduates and to their Alma Mater, and deserve our encouragement and support. The following organizations should be mentioned:

(1) THE ALUMNI ASSOCIATION.—This organization now holds two annual meetings or reunions, one at Ypsilanti at Commencement time and the other at Lansing during the meeting of the State Teachers' Association. From 200 to 400 alumni are usually present at these gatherings. The Ypsilanti meeting is the regular business meeting, and a formal address is given, generally by some well known alumnus.

(2) THE U. OF M. NORMAL ALUMNI ASSOCIATION.—This Association was formed early in the year 1896–7, "for the purpose of uniting and binding the acquaintanceships, efforts, and sympathies of those interested in the future welfare and prosperity of the State Normal College as an institution; to keep in close communication with it, to foster a kindly feeling between it and the University, and to promote the interests of ex-Normal students at large." The membership has considerably increased, and much substantial service has been rendered along the lines mentioned above.

(3) THE CONSERVATORY ALUMNI ASSOCIATION.—This association was formed in the spring of 1897. A reception was given just after the Commencement week concert of the Normal Choir; visiting alumni, the Conservatory juniors, and members of both Conservatory and College Faculties were invited. The opportunity for Conservatory graduates to meet and renew interest in each other and their work, and to make the acquaintance of new members of the alumni was greatly appreciated. At the business meeting following it was decided to hold a reception annually. The association has not only members in many states of the Union, but others perfecting themselves in their studies beyond the sea.

THE ATHLETIC ASSOCIATION

The athletic interests of the school are managed by a joint committee, representing the Faculty and the student's athetic organization. The results of this method are twofold — first, a greater degree of confidence in the Association and its work; second, a stronger financial support. There is a large enclosed field adjoining the campus, which furnishes ample opportunity for the practice of the usual out door sports. The various clubs are trained under the supervision of experienced persons who follow the most approved methods.

In the Gymnasium, which is one of the most convenient in the state, bathing facilities, lockers, etc., are furnished without expense to students.

Tickets are sold in the fall for the foot ball season, also in the spring for the base ball games. This fund is further increased by gate receipts and contributions from citizens and the members of the Faculty. The work of this association contributes much to the formation of a loyal college spirit, besides affording good healthy exercise and entertainment for our student body.

STUDENTS' CHRISTIAN ASSOCIATION

This organization consists of two societies—the Young Women's Christian Association and the Young Men's Christian Association. Both are in a prosperous condition and hold two meetings a week—a union prayer service on Wednesday evening, and separate meetings on Sunday afternoon.

Bible study is strongly emphasized, and intelligent interest in missions is awakened. Starkweather Hall, the gift of Mrs. Starkweather of Ypsilanti, is the center of religious interest in the College.

An employment bureau is connected with the Association. Its aim is to aid students in finding some kind of remunerative service, whereby a portion of their college expenses can be defrayed.

Normal College is one of nine educational institutions in the United States that supports a general secretary of the students' Y. W. C. A.

THE MONDAY CLUB

The aim of this organization as stated in its constitution is "the mental and social improvement of its members." The membership is limited to the women assistants of the Faculty, and at present numbers ten.

Regular meetings occur on the second and fourth Mondays of each month during the school year. The members are divided into four committees, each of which in turn provides the program for an evening. During the current year the work, including both papers and discussions, has been along the following lines:

1. Current History.
2. Some of the Great Religions.
3. The Normal Art Collection.
4. Arctic Explorations.

THE CAMERA CLUB

The students of this current year felt the want of a camera club in the College. The Club was organized with only a few members, but by the earnest efforts of these few the membership list now is nearly thirty-five. Any one possessing a camera and taking an interest in photography may become a member. It is the purpose of the club to increase a love for the science and art of photography. Meetings are held every two weeks in the rooms of the club on the third floor of the main building. At these meeetings the members bring their results in picture taking, criticisms are passed upon them, and faults are made known which would otherwise have been over-looked.

Lectures by members of the Faculty and demonstrations by demonstrators from the different camera supply factories are among the interesting features of the work. This year a room has been fitted up for a dark room. The *Photo Era* has been put into the Library for the benefit of the club.

SHAKESPEARE CLUB

A class studying Shakespeare with Miss Pearce organized, in 1897, a club for the purpose of painstaking, critical study of the works and life of Shakespeare. The membership of the Club is limited to sixteen, one member arranging the work for each semi-monthly meeting. Although the aim of the Club is to study the works of Shakespeare, departures are made from time to time and work is done with other writers, such as Gœthe and Dante. During the past year typical plays from the four periods of Shakespeare have been studied with special attention to the comparison of plots and the parts of the drama.

NORMAL LECTURE AND MUSIC COURSE

Ernest Seton-Thompson,	"Personality of Wild Animals."
Max Heinrich and Daughter,	"The Song Recital."
The Chicago Marine Band,	Conducted by C. Preston Brooke.
The Slayton Jubilee Singers.	
Jacob Riis,	"The Children of the Poor."
Maud Ballington Booth,	Lights and Shadows of Prison Life
Hon. J. P. Dolliver,	"Indications in National Life."
Normal Choir Concert.	

General Items

DISCIPLINE

The State Normal College is supported by the taxpayers of Michigan and is responsible to the state for the character and scholarship of those it sends out to teach in the public schools. The Council has therefore adopted a policy of asking such students as are found not to be adapted to school work to withdraw from the institution. Students who fail to pass in a large part of their work, or whose character and habits are such as to unfit them in any sense for the important work of teaching, cannot expect to complete the course and receive the sanction of the authorities of this institution. Every effort will be made to encourage, direct, and assist all worthy students, but those who do not show promise of good results or are otherwise unfit to go into the public school as teachers, will be asked to withdraw.

TEACHERS' BUREAU

The Teachers' Bureau has been arranged to assist worthy students and graduates of the Normal College in securing positions, as well as to assist school authorities in securing desiriable teachers for their schools. Full and confidential information will be sent concerning candidates. It is our policy not to send out general letters of recommendation for indiscriminate use, but to recommend a candidate for a particular position that he is qualified to fill. A large number of the members of the graduating class have had considerable experience in teaching besides that obtained in the Training School. There are among our students and graduates persons admirably fitted for the various grade positions, including kindergarten, for special high school positions, ward school principalships, high school principalships, and superintendencies. School authorities are invited to visit Ypsilanti and see the students at work, and make selection of teachers after a personal interview. All letters of inquiry will receive careful attention.

EXPENSES

School Fees

Every student is required to pay at the beginning of each quarter, or upon any subsequent entrance for the quarter or for any part of a quarter, an entrance fee of three (3) dollars. This is not returnable because of withdrawal after the student has once regularly entered.

Students who lack standings in two or more of the preparatory subjects are required to pay, *in addition to the entrance fee*, a tuition fee of three dollars for each quarter.

Students in the Conservatory of Music who carry subjects in the Normal courses pay the same entrance fee as do others. Conservatory students who take private lessons only, pay each quarter an entrance fee of one dollar and a half ($1.50).

At the Gymnasium a deposit of 25 cents is required for the use of a locker key, upon return of which the money is refunded.

Special Department Fees

Laboratory Fees:

(1)	Physical Technics	(12 weeks' course)	$ 5 00
(2)	Laboratory Practice	" " "	1 00
(3)	Adv. Laboratory Practice	" " "	2 00
(4)	Structural Botany	" " "	25
(5)	Structural Zoölogy	" " "	50
(6)	Biological Technique	" " "	50
(7)	Lithological Geology	" " "	50
(8)	Chemistry 1	" " "	1 00
(9)	Chemistry 2	" " "	1 00
(10)	Chemistry 3	" " "	1 00
(11)	Chemistry 4	" " "	2 00
(12)	Chemistry 5	" " "	2 00
(13)	Chemistry 6	" " "	3 00
Kindergarten Instruction 1, 2, 3, each		" " "	75
Organ practice (daily)		1 hour for 12 weeks	3 00

Graduation Fees

Five Years' Certificate Fee	2 00
Diploma Fee	3 00
Bachelor's Degree Fee	3 00
Master's Degree Fee	3 00

Rooms and Board

The school provides no dormitories. Abundant and usually convenient rooms may be had at reasonable rates in the homes of citizens of Ypsilanti. Board and rooms may be had in the same family or separately. The latter is perhaps the more common. Rooms may be rented furnished or unfurnished, by persons who wish to board themselves. Board alone may be had either in clubs or in private families. Board and rooms in families costs $3.00 to $4.00 per week. Fuel and lights are generally counted extra. Rooms alone, furnished for two, may be rented for 75 cents to $1.25 each per week. Students rooming alone pay double rent or nearly so. Board in clubs may be had for $1.75 to $2.50 per week.

An approximately correct estimate of all school expenses, including room, meals, school fees, and incidentals, may be put as follows:

Estimated Total Expenses Per Term of 12 Weeks

Room and board, twelve weeks	$36 00
Fuel and lights	6 00
Laundry and incidetals	6 00
Books and stationery	4 00
Registration and other fees	5 00
Total	$57 00

The Approval of Schools

THE POLICY OF APPROVAL

Recognizing the importance of a permanent connection between the secondary schools of the state and the Normal College, the Board of Education has, since 1886, pursued a policy of affiliation whereby certain schools are officially approved as preparatory schools, and their graduates admitted to the regular College courses without examination.

VISITATION AND TERM OF APPROVAL

Upon the request of the authorities in charge of any school desiring affiliation with the Normal College, a representative of this institution will visit the school at the expense of the College and report on its condition. If the report is favorable the school may be approved for a period not to exceed three years.

THE CONDITIONS OF APPROVAL

Schools having a twelve years' course of not less than thirty-six weeks may be approved on the following conditions:

At least two teachers must be employed on high school work, and such schools as do not employ more than two teachers should offer but a single course of study.

The schoool must show satisfactory quality of teaching and a reasonable equipment in the several departments, as follows: A collection of books and maps suited to the work to be attempted. Laboratory apparatus called for by the recent texts on the natural and physical sciences included in the course. The necessary supplementary texts and illustrative material for instruction in the elementary grades.

The school course shall comprise four full years of distinctively high school work, and in every case shall include the following prescribed studies:

BOTANY

The work desired in this subject should cover a half year, and is such as is now being done in the better high schools of the country with the use of some one of our modern texts, such as Spaulding, Bergen, McBride, Setchell, Barnes, or Atkinson. Laboratory methods should be employed, and a set of carfully prepared notes and drawings should be kept. No expensive equipment is required, the ordinary hand magnifiers being sufficient. About half the course should be devoted to the study of typical seeds, their structure and germination, plant physiology from simple experiments, and the structure and function of root, stem, and leaf. The other half of the course should give the pupil a practical acquaintance with the chief characteristics and relationships of the common families of plants and secure for him some facility in the use of a standard key.

ENGLISH

GRAMMAR.—Thorough familiarity with inflections, the rules of syntax, and the logical structure of the English sentence are required. The ordinary eighth grade study of grammar is an inadequate preparation for the teachers' review in the Normal College. There should be a term's review of this subject in the latter part of the high school course.

RHETORIC.—A study of the elementary principles of style, together with continued practice in composition is necessary. It is deemed of especial importance that the writing of high school students should, for several years, come under the eye of expert, authorative criticism. Much practice in writing, under competent supervision, is indispensable.

ENGLISH LITERATURE.—A year's study of representative English classics, connecting the study of each classic with the literary characteristics of the historical period to which it belongs is required. This course includes an elementary course in the history of English literature, and a year of study in addition to the so-called English classics required in all courses.

HISTORY

Only those subjects which have a practical bearing upon the teaching of our National History are required; these are English history and United States history with civics.

General history, though not required, should always find place among high school subjects.

The order is determined by the nature of the subjects. General history precedes and prepares the way for the others. English history affords an intelligent basis for United States history, while civics springs from history and is best understood when studied as a phase of it. One semester of English history, taught with direct reference to our national history, followed by two semesters of United States history with civics, will give an adequate course.

Good accurate text book work, supplemented by the use of maps, pictures, reprints, and reference books, will best serve the purpose of the high schools.

MATHEMATICS

ALGEBRA.—The course in algebra should include fundamental rules, fractions, simple equations, involution, evolution, radicals, and quodratic equations.

ARITHMETIC.—The work in this subject should consist of a semester's review covering the leading topics, and should be preceded by a course in algebra.

GEOMETRY.—The study of geometry should occupy at least one year and should cover plane and solid (including spherical) geometry.

The work in mathematics outlined above should occupy three years. A review in algebra and geometry should be given in the last year of the high school course.

PHYSICS

An approved course in physics implies the possession, on the part of the school, of sufficient apparatus, in good working order, to demonstrate the important laws and principles of elementary physics. At least one year, *following geometry*, should be given to this subject. The meter and centimeter and their squares and cubes; the gram, kilogram and liter, should be thoroughly taught and much used. For our purposes it is preferred that other terms sometimes found in this system be not used. In addition to the above a laboratory course of at least 40 weeks, an hour per week, is expected in case an equipment for this purpose can be secured, and the time of

the teacher be devoted to this subject for the hour, so that the laboratory work may be efficiently supervised.

If an efficient laboratory course cannot be attempted, the text-book, lecture and demonstrative work outlined above may be approved, with the understanding that a laboratory course be taken at the Normal College. Graphical work, using geometry freely, is deemed important.

In purchasing apparatus, many simple inexpensive pieces should be preferred to costly and showy pieces, and working apparatus to illustrative apparatus. Special regard should be had to the effective demonstration of *fundamental principles* as opposed to novelties and curiosities. The list for purchase should be made up from the text-book used and not principally from dealers' catalogues.

The student should acquire an *expert* use of scales, dividers, the balance, a burette, thermometer, barometer, a tuning-fork, and a pocket lens.

Special stress should be placed upon fundamental concepts, such as mass, weight, density, energy, and their units of measurement.

The above hints are given to indicate a minimum course in physics and not to suggest any limitation of the work on the part of those schools which can do more.

PHYSICAL GEOGRAPHY.

In the teaching of physical geography it is now not only desirable but also possible to carry out some of the recommendations of the Committee of Ten. At the time when that report was issued, not only were there no suitable texts, but the necessary literature was so widely scattered as to be of little value to the average teacher. The new texts and available references that have appeared since that date justify the recommendation that some of the suggestions of the committee be now more generally put into practice.

It is especially urged that more time and attention be given to what the committee calls "physiography," or the explanation of land forms, "the agencies that produce and destroy them, and the physical influences by which man and all the creatures of the earth are so profoundly affected."

It is also especially desired that the work be supplemented, as far as possible, by direct observation, and the construction and use of topographic and relief maps, charts, models, etc. This work

may be made very valuable in the study of the atmosphere and weather changes. The "Physiographic Folio," recently issued by the United States Geological Survey," containing the topographical maps of ten type regions, suggests the use to which these maps may be put in the teaching of physical geography.

The text is no longer sufficient material to place in the hands of pupils. Students and teachers, in addition to the above mentioned charts, maps, and models, should have access to a few well selected references. Geography, along with chemistry, physics, and botany, has now come to demand its laboratory and laboratory work.

PHYSIOLOGY

A half year's work with some good text, as Blaisdell, or the revised Martin, is desired in this subject. The text should be supplemented with simple individual or class experiments, and an equipment of preparations, models, and charts should be provided.

Admission to Courses

Students may be admitted at the opening of any quarter.

The several quarters begin on the first Tuesday of January, April, July, and October and continue for twelve weeks.

The conditions under which a student enters will determine the course of study to be pursued.

By studying the following conditions the student will be able to ascertain the character of the work he is to do and the course of study he is to enter upon.

PREPARATORY COURSES

For persons who are not prepared to enter upon the work of a regular course, certain preparatory courses are offered and must be finished satisfactorily as a condition of entrance upon more advanced work. Those subjects are arithmetic, grammar, geography, U. S. history, reading and orthœpy, physiology, civil government, and elementary algebra. In addition to these the first year of Latin or German may be taken.

Applicants for admission to this preparatory work are required to take the entrance examination to determine their place in class.

COLLEGE FOUR YEARS' COURSE

All students, not graduates of an approved high school or college, who have passed the entrance examination or have completed the preparatory work may enter this course. Teachers who hold a first grade license endorsed by the State Superintendent of Public Instruction, and who have taught under such license may be admitted to this course without examination.

Students desiring to secure a five years' certificate will also enter this course. See Course C, p. 43.

COLLEGE TWO YEARS' COURSE

Graduates of approved high schools may enter within three years after the date of such graduation, without examination. In

case the student enters after this limit and has been teaching the prescribed subjects, he may, by permission of the Principal, be excused from taking the entrance examination. Persons holding a life certificate granted by the State Board of Education, are also admitted without examination.

Students of this class must present their high school diplomas and a certificate from the superintendent or high school principal, stating the credits earned in the subjects pursued in the high school. These credentials should be presented at the time of entrance, and blanks for the purpose will be supplied by the College on application. See Course B, p. 42.

COLLEGE DEGREE COURSE

All graduates from reputable colleges may be admitted to this course without examination. See Course A, p. 41.

CREDITS

Under certain conditions credit for work done elsewhere will be allowed upon courses here, provided that no credits from high schools shall shorten the course for high school graduates. The heads of departments may at their discretion allow such standings from the following schools: (1) the University of Michigan, the Agricultural College, and all other regularly incorporated Michigan colleges. (2) institutions of like rank in other states. (3) approved high schools. (4) reputable non-approved secondary and superior schools in other states with the approval of the Principal.

Candidates bringing standings from any of these schools will first submit them to the proper heads of departments for credit. These credits should then be reported to the office, when a classification may be made out. Candidates for five years' certificates must, as soon as possible after classification, secure their credits from the heads of departments, after which these credits must be handed to the clerk for record.

Entrance Examinations

All students, not classed as graduates of approved high schools, college graduates, or holders of first grade certificates properly endorsed, with experience thereunder, shall upon entrance, sustain a satisfactory examination in the following subjects:

ARITHMETIC

The applicant is supposed to have completed the work of some good text. A fair understanding of the subject is necessary for the examination.

ALGEBRA

The preparatory work includes the following topics: addition, subtraction, multiplication, division, factoring, highest common factor, lowest common multiple, fractions, and simple equations involving one or more variables.

GRAMMAR

This should include the parts of speech, their use and relations in connected discourse, and the structure and analysis of sentences. The knowledge and understanding of the subject should be somewhat above that required in the first eight grades of the public school or fully equal to the requirements in this branch for a second grade license to teach. The applicant should also have had, accompanying his reading and language lessons, much practice in composition, and be able to express himself in clear and grammatical English.

READING AND ORTHOEPY

Correct pronunciation being an essential of good reading, the regular course presupposes a thorough knowledge of orthœpy. The applicant should not only be able to indicate by diacritical marks the correct pronunciation of words in common use, but should possess a good degree of facility in pronouncing them, as to syllabication, accent, articulation and quality. He will also be expected to render intelligently any ordinary selection of prose or verse, giving satisfactory reasons for emphasis, quality, force, pitch, etc., employed by him.

GEOGRAPHY

The preliminary work in geography is designed to prepare students for the teachers' review, or to enable them to pass the examination for a teachers' second grade certificate. It covers about the same ground as does the text of any recent geography. This is required of all persons who cannot show, by examination or otherwise, sufficient acquaintance with the subject to enable them to pass it.

UNITED STATES HISTORY

The requirements for admission to the regular course are fully equal to those for a second grade certificate. The applicant is supposed to have completed some good text, and to have acquired a ready knowledge of the main facts in their causal relations, and to be able to use them intelligently.

CIVIL GOVERNMENT

The teachers' course being only twelve weeks, the requirements for admission will be somewhat rigid. The examination will cover fully and in detail a good text book, in both general and state government.

PHYSIOLOGY

Applicants should have a familiar knowledge of elementary anatomy, physiology and hygiene. Such knowledge may be obtained from any of the better high school texts when they are suitably supplemented with practical work and class demonstration. The student should know that his information is definite, and he should be ready to present simple drawings and diagrams.

CLASSIFICATION

The following suggestions are offered, more particularly for the benefit of students entering for the first time, although the various regulations apply to all.

1. Present your credentials to the Principal. If satisfactory, he will refer you to some member of the Faculty for classification.

2. After classification, pay your fee to the clerk. She will sign and return to you your classification card.

3. Enroll in your classes without delay. Each of your teachers will sign your card.

4. After having enrolled in all your classes return your classification card to the clerk.

5. Leave no classes permanently and make no change in classification without written permission from the Principal.

6. After the clerk has signed the classification card, all changes must be recorded by her.

7. No student will be permitted to take more than four studies, not including physical training, except by permission of the Principal.

8. It is important that all students should bear in mind the following regulations:

a.—All omitted high school subjects must be taken as electives. For required high school subjects see pages 29-33.

b.—By students not specializing on the High School Graduate Course, of the ninety-six weeks of electives seventy-two weeks must be taken in six different departments. See note to Course A, page 41.

c.—Of the ten Teachers' Courses, specializing students must take six, candidates for five years' certificates five, and general students eight.

d.—All students are required to take four terms of physical training, for which no credit is given.

Courses of Study

General Statements

COURSES OFFERED: The Normal College offers both General and Specializing Courses which lead to the life certificate and the degree Bachelor of Pedagogics.

GENERAL COURSES place the electives in several departments.

SPECIALIZING COURSES place at least 96 weeks of electives in one or related departments. The head of the department in which the student is specializing becomes the student's patron and arranges the selection and sequence of electives.

LENGTH OF COURSES: The Full College Course, general and specializing, leading to the degree Bachelor of Pedagogics is three years with an added three years of successful teaching.

The three years' course just named is practically divided into:

A. College Degree Course, general and specializing, one year with three years successful teaching.

B. College Course, general and specializing, leading to a diploma and life certificate, two years.

The College Course B, when lengthened to include the academic high school subjects constituting

C. College Course, general and specializing, four years.

ACADEMIC GROUP of high school subjects in which standings must be credited from approved schools or earned in residence, include the following:

Algebra	24 weeks
Geometry	36 "
Rhetoric and Literature	36 "
English and United States History	36 "
Physical Geography	12 "
Botany	24 "
Physics	36 "

These subjects are not regarded as college subjects.

TEACHERS' COURSES include the following:

1. Arithmetic	6. History
2. Civics	7. Music
3. Drawing	8. Physiology
4. Geography	9. Primary Nature Study
5. Grammar	10. Secondary Nature Study

Each course is 12 weeks. At the most eight courses are required. 1, 4, 5, 8 are specified and the others are selected from the courses in the group. No electives can take the place of these eight teachers' courses.

REQUIRED PROFESSIONAL COURSES: The following subjects constituting the normal group are required of all graduates:

Psychology	24 weeks
General Method	12 "
History of Education	12 "
Teachers' Courses	72 "
Teaching	24 "
Physical Training (no credit)	48 "

Number and sequence of courses will be found fully explained under departments.

Details of Courses

A. One Year Degree Course

For college and university graduates.

REQUIRED COURSES:

1. The normal group, or . . 144 weeks
2. Electives from college subjects . 144 "
3. Three years of successful teaching.

Note.—The one full year must be taken in residence after completing the course for the life certificate.

Group 1 must take precedence of group 2. If credits have been earned upon group 1 either in whole or in part, subjects are selected from group 2 to fill the remaining time.

The electives may be general or specializing at the option of the student.

College subjects shall be understood to include those subjects upon which the university or college of like rank would, under the same conditions, give credits.

The three years of teaching may, at the discretion of the Council, be required after the year of residence.

B. College Two Years' Course

For graduates from approved schools.

GENERAL COURSES:

1.	The normal group . . .	144 weeks
2.	Elementary drawing . . .	24 "
3.	Two elected teachers' courses .	24 "
4.	Electives from departments . .	96 "

Note.—The electives must include any of the academic group not in the student's high school course. At least 12 weeks of elections must be drawn from each of the following departments: English, history, geography, natural sciences, physical science, mathematics. Subjects in which standings were submitted from the high school can not, if elected, be given added credit.

SPECIALIZING COURSES:

1.	The normal group . . .	144 weeks
2.	Electives determined by patron .	144 "

Note.—Course B can not be shortened by high school credits. It may be shortened, however, by college credits, but not to exceed 144 weeks.

SPECIALIZING KINDERGARTEN-PRIMARY COURSES:

1.	The normal group . . .	144 weeks
2.	Electives under direction of the patron .	144 "

Note.—The Superintendent of the Training School is the patron of this department. The electives determined by the patron include:

Kindergarten instruction 1, 2, 3
Kindergarten music
Primary methods
Primary nature study
Child study
Elementary drawing 1, 2
Blackboard sketching
Teachers' history
American literature, 1
Teaching 3

C. College Four Years' Course

For non-accredited students.

GENERAL COURSES:

1.	Academic group	204 weeks
2.	The normal group	144 "
3.	Elementary drawing	24 "
4.	Two elected teachers' courses	24 "
5.	Principles of criticism	24 "
6.	Senior history	24 "
7.	Elected courses	132 "

Note.—At least 72 weeks of the 132 must be taken from a single group of subjects.

Only the last two years of Course C is strictly college work.

SPECIALIZING COURSES:

1.	Academic group	192 weeks
2.	The normal group	144 "
3.	Principles of criticism	24 "
4.	Senior history	24 "
5.	Electives determined by patron	192 "

Note.—Physical geography is not required. Course C may be shortened by credits from approved schools.

THE FIVE YEARS' CERTIFICATE may be secured by completing three years, or 432 weeks, of the General Four Years' Course.

1.	The academic group	204 weeks
2.	The normal group	144 "
3.	Elementary drawing	24 "
4.	Electives from different departments	60 "

Note.—Groups 1, 3, 4 may be credited from approved schools or earned in residence.

GRADUATION AND DEGREES

1. A Life Certificate and Diploma will be granted to all persons completing the College Two Years' Course (Course B) and the Four Years' College Course (Course C).

2. The degree of B. Pd. will be granted upon the completion of the One Year Degree Course (Course A).

Provisions are made for taking the Master's degree as follows: any one holding the degree of Bachelor of Pedagogics from the Michigan State Normal College, may, upon application, receive the corresponding Master's degree (M. Pd.), upon the following conditions:

1. He shall furnish evidence satisfactory to the Faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

2. He shall prepare and present a thesis acceptable to the Faculty upon some subject connected with the history, science, or art of education; the Faculty reserving the right to assign the subject of such thesis.

PARTIAL COURSE

Teachers wishing to prepare for the examinations for state teachers' certificates can enter any classes for which they are prepared without taking one of the regular courses. Furthermore, teachers of some experience and fair scholarship who wish to add to their skill as instructors in special subjects, or grades of subjects—as, for example, high school English, drawing in the grades, music, physical training, science, history, foreign languages—are admitted to such studies as they choose, subject, however, to the direction of the Principal and the heads of departments concerned.

In such cases the work done is credited on the books but leads to no certificate, unless one of the full courses is completed.

Persons wishing to take up special studies are subject to the same conditions of admission as other students. (See pp. 36, 37.)

Many students, for various reasons, are not able to complete one of the regular courses without interruption. To these no credits are earned are lost, and there is no objection to their continuing and completing the course at any subsequent time.

SCHEDULE OF CLASSES, 1901-1902.

	FIRST HOUR. 8:00—9:00.	SECOND HOUR. 9:00—10:00.	THIRD HOUR. 10:00—11:00.	FOURTH HOUR. 11:00—12:00.
SUMMER QUARTER—JULY TO OCTOBER.	Geometry, Analyt. German 1 Geography, T'ch's' History, English 1 Hist. Eng. Const. 2 Hist. Sec. Meth. in Literature, Eng. 2 Latin, Beginning Mineralogy Nature Study, Sec. Psychology Physical Train. 1 (Women) Vocal Music, Elementary Zoology, Te'chers'	Algebra & Geometry, Teachers' Blackbo'rd Sketch. Chemistry 4 Drawing, Elem'n. 1 Drawing, Advan. 1 French 1 German 3a Greek, Beginning Grammar, T'chrs' Geography, Physi. History, Teachers' History, General History, English 2 Music, Teachers' Prin. of Criticism 2 Physics 1 Physical Training 2 (Women) School Sup'rvision Shakespeare	Arithmet. T'chers' Botany, Structural Civics, Teachers' Chemistry 1 Drawing, Advan. 2 English Fiction German 6a Harmony 1 History, Greek History of U. S. History of Educa. Literature, Eng. 1 Livy Physiology, T'chs' Physical Train. 1 (Men) Physics 3 Voice Culture	Astronomy Drawing, T'chers French 3a Geometry, Plane Geography, Prep. Latin Writing Music, Kinderg'n Nature Study, Primary Phys. Lab. Prac. General Method Trigon. & Logari.
FALL QUARTER—OCTOBER TO JANUARY	Algebra, Higher 1 Arith. Teachers' Botany, Adv. Sys. Blackboard Skt'g Civics, Teachers' Chemistry 1 Draw, Elem. 1 French 1 Geometry, Analy. Geog'y Teachers' Geometry, Plane 1 German 1 Hist. Teachers' " English 1 " of Educa. 1 Literature, Eng. 1 Latin 13 Music, T'chers' " Hist. of Princi. of Critici. 1 Physi. Training 1 (Women) Psychology 1 Physics 1 Physiology, Prep. Vocal Music, Elements of 2 Zoology, General 1	Algebra, Higher 2 " Meth. in Chemical Labor'y Draw. Elem. 1 " Adv. 1 Geog. T'chers' German 7 German 10 Geometry, Plane 1 Hist. & Gov. Prep. Literature, Eng. 2 Latin 7 Hist. Am. Polit. " Eng. 1 Musical Form & Composition 1 Psychology 1 " 2 Physi'gy, T'chers' Prin. of Critici. 1 Physics 2 " Adv. 1 Phys. Train. 1 (Men) Phys. Train. 4 (Women) Voice Culture 1 Voc'l Mus. Ele. of 1	Algebra 2 Arith. T'chers' Civics, T'chers' Botany, Structural Chemistry 4 Drawing, Elem. 1 " Adv. 2 Grammar, Prep, " T'chers' Geog'y, T'chers' Geometry, Solid German 4 German 7 History, T'chers' Harmony 2 Latin 20 Phys. Train. 7 (Women) Phys. Train. 4 (Men) Physics 3 Psychology 1 Voice Culture 2 " " Adv. Geog'y of U. S.	Arith. T'chers' Algebra, Higher 1 Blackboard Skt'g Counterpoint 1 Drawing, Elem. 2 French 7 French 4 Geog'y, Physical, General Meth. Gramm'r, T'chers' Harmony 1 Hist. Meth. 1 " Am. Con'al 1 " Greek Laboratory Econ. Latin 10 Latin 4 Phys. Lab. Pract. Physiol. T'chers' Phys. Train. 1 " (Women) Rhetoric

SCHEDULE OF CLASSES, 1901-1902.

	SIXTH HOUR. 1:00—2:00.	SEVENTH HOUR. 2:00—3:00.	EIGHTH HOUR. 3:00—4:00.	NINTH HOUR. 4:00—5:00.
SUMMER QUARTER—JULY TO OCTOBER.	Arithmetic Drawing, Elem. 1	Anglo-Saxon Blackboard Skt'g Grammar, Prep. " T'chers' Geometry, Solid Literature, Advan. English 1 Prin. of Criticism 1 Physical Train. 4 (Women) Physiography 1 Sch'l Gymnastics	Algebra Hist. Am. Politic'l " Continental Physical Train. 5 (Women) Physical Train. 6 (Men) Rhetoric	Algebra, Higher Swimming Class
FALL QUARTER—OCTOBER TO JANUARY	Arith. Prep. Botany, Structur'l Chemistry 4 Elocu. & Oratory 2 Greek 7 Geography, Prep. Kinderg'n Inst. 3 Latin 16 Life Sketching	Anglo-Saxon Algebra 1 Chemistry 1 Kinderg'n Inst. 1 Elocu. & Oratory 1 Greek 4 Hist. of Educa. 2 Hist. Am. Politic'l Hist. English 1 Lab. Phy'cs, 1, 2, 3 Latin 1 Latin 13 Music, T'chers' Nature Study, Primary Physical Train. 4 (Women) Physical Train. 1 (Men) Psychology 1 Rhetoric Prigonometry	Arith. Teachers' Chem. Laborato'y Greek 1 Hist. Greek " English 1 Lab. Phy'cs, 1, 2, 3 Literature, Eng. 1 Reading, Adv. Physical Train. 1 (Women) Zoology, T'chers'	Hist. Continental 2 Physical Train. 3 (Women) Read. & Orthoepy

SCHEDULE OF CLASSES, 1901-1902.

	FIRST HOUR. 8:00—9:00.	SECOND HOUR. 9:00—10:00.	THIRD HOUR. 10:00—11:00.	FOURTH HOUR. 11:00—12:00.
WINTER QUARTER—JANUARY TO APRIL.	Algebra, Higher 2 Blackboard Skt'g Calculus Civics, Teachers' Chemistry 2 French 2 German 2 Geometry, Plane 2 Geog'y, T'chers' General Method Hist. English 2 " Eng. Con'l 1 " Teachers' " of Educa. 1 Latin 14 Literature, Eng. 2 Music, History of " Teachers' Prin. of Criticism 2 Physiology, Prep. Physical Train. 2 (Women) Psychology 2 Phys. Lab. Pract. Voice Culture 1 Zoology, General 2	Arith. Teachers' Algebra 3 Chem. Laboratory Drawing, Elem. 1 Drawing, Adv. 1 German 8 German 11 Geom'y, Meth. in Gram. T'chers' Geog'y, T'chers' Hist. English 1 " " 2 " & Govern. 2 Latin 8 Mus. Fm. & Com. 2 Nature Study, Sec. Prin. of Criticism 2 Polit. Economy Pschology 2 Physiol. Teachers' Physics, 3 Physical Train. 2 (Men) Physical Train. 5 (Women) Sight Reading in Music Vocal Music, El. 2	Arith. Teachers' Botany, Structu'l Civics, Teachers' Drawing, Elem. 2 Greek 5 German 8 German 5 Geometry, Plane 2 Gram. Teachers' Geog'y, Teachers' Hist. Teachers' Latin 21 Life Sketching Literature, Eng. 1 Middle English Prin. of Criticism 1 Psychology 2 Physiol, Teachers' Physics 1 Physical Train. 4 (Men) Physical Train. 8 (Women) Sociology Voice Culture 2 Vocal Mus., Ele. 1	Arith. Teachers' Algebra, Higher 2 Counterpoint Drawing, Ele. 2 French 5 French 8 Geometry, Plane 2 Geography, Physi, of Europe Harmony 2 Harmony 1 Historical Meth. 2 Hist. Am. Con. 2 " Roman Latin 5 Latin 11 Liter. Adv. Eng. 1 Physics 2 " Adv. 2 Physical Train. 2 (Women) Physical Train. 3 (Women) Physiol. Teachers' Psychology 2 Rhetoric
SPRING QUARTER—APRIL TO JULY.	Algebra, Higher 1 Acoustics Botany, Systemat. B'kb'rd Skt'g.Adv. Draw. Adv. Meth. Calculus 2 Chemistry 3 Civics, Teachers' Drawing, Elem. 1 French 3 Gram. Teachers' German 3 General Method Geometry, Plane 1 Geog'y, Teachers' Hist. of Educa. 1 " English 1 " " Con. 2 " Teachers' Prin. of Criticism 1 Music, Teachers' Musical Comp. 3 Physiology, Prep. Physical Train. 3 (Women) Phys. Lab. Pract. Zoology 3	Arith. Teachers' Chem. Laboratory Drawing, Elem. 2 " Adv. 2 General Method German 9 German 12 Gram. Teachers' Hist. of Mathemat. " General 1 " English 2 Latin 9 Prin. of Criticism 1 Nature Study, Sec. Political Science Psychology 1 Physiol. Teachers' Physics 1 Physical Train. 3 (Men) Physical Train. 6 (Women) Theory of Equat. Vocal Mus. Theory and Adv. Meth. Voice Culture 2 Vocal Mus. El. of, 1	Artists' class in Singing Algebra 3 Botany, Crypt'mic Civics, Teachers' Drawing, Elem. 2 General Method German 9 German 6 Geometry, Solid Geog'y, Teachers' Harmony 3 " 2 Hist. Teachers' Life Sketching Latin 18 Latin 6 Masterpieces Prin. of Criticism 2 Physiol, Teachers' Physics 2 Physical Train. 4 (Men) Physical Train. 9 (Women) School Supervis.	Arith, Teachers' Counterpoint 3 French 6 General Method Geometry, Solid Greek 6 Geog'y, Physical Hist. Continental 1 Latin 19 Liter. Adv. Eng. 2 Life Sketching Mod. Lan. T'chers' Course Physics 3 " Adv. 3 Physiol. Teachers' Physical Train. 3 (Women) Voice Culture 1 Vocal Music, Elements of, 2

SCHEDULE OF CLASSES, 1901-1902.

	SIXTH HOUR. 1:00—2:00.	SEVENTH HOUR. 2:00—3:00.	EIGHTH HOUR. 3:00—4:00.	NINTH HOUR. 4:00—5:00.
WINTER QUARTER—JANUARY TO APRIL.	Algebra 2 Botany, Structural Chemistry 5 Drawing, Elem. 2 Elocution & Or. 2 Greek 8 Kinder. Instruc. 2 Latin 17 Physiography	Arithmetic, Prep. Astronomy Chemistry 2 Elocution & Or. 1 Grammar, Prep. German 1 Hist. of Educa. 2 " Am. Political Kinderg't Inst. 1 Kinderg't Music Latin 2 Latin 14 Lab. Phy'cs, 1, 2, 3 Literature, Eng. 2 Nature Study, Primary Psychology 2 Physical Train. 2 (Men) Physical Train. 5 (Women)	Chemistry 4 Greek 2 History, Roman " English 2 Latin 1 Lab. Physics, 1, 2, 3 Physical Train. 2 (Women) Reading, Advan. Shakespeare	Athletics (Men) Draw. T'chers' Hist. Institutes Physical Train. 1 (Women) Read. & Orthoepy Trigonometry
SPRING QUARTER—APRIL TO JULY.	Botany, System'ic Bl'kb'rd Sketching Chemistry 5 Elocu. & Oratory 1 Geog'y, Prep. Kinderg'n Instr. 3 Latin 12 Surveying	Algebra 1 Astronomy Chemistry 6 & 3 Elocu. & Ora. Adv. General Method German 2 Gram, Teachers' Hist. of Educa. 2 " Am. Polit. Kinderg'n Ins. 2 Liter. Eng. 2 Latin 3 Latin 15 Music, Teachers' Nature Study, Primary Physical Train. 3 (Men) Physical Train. 6 (Women) Physiography 2 Trigonometry	Athletics (Men) Astronomy, Adv. Botany, Structur'l Chemistry 5 & 6 Greek 3 Gram. Prep. Hist. Conti'l 1 " English 1 Latin 2 Physical Train. 3 (Women) Reading, Adv.	Athletics (Men) Elocu. & Ora. 2 History, Instit. 2 Physical Train. 2 (Women)

Drawing and Geography

Drawing

ACADEMIC HIGH SCHOOL COURSES

1. ELEMENTARY DRAWING A. 12 WEEKS.
   A must precede B.

The aim in both elementary drawing A and B is a thorough knowledge of perspective principles and the ability to sketch familiar objects. The work is done in pencil from type forms and still life objects in outline, light and shade and simple values. Work in space relations or simple composition is introduced, also a brief study of the history of art.

Summer, fall, winter and spring quarters.
Summer quarter—Two sections, 8-9, 9-10.
Fall quarter—Four sections, 8-9, 9-10, 10-11, 1-2.
Winter quarter—Two sections, 8-9, 1-2.
Spring quarter—Two sections, 8-9, 1-2.
Room 10. Miss Goodison.

2. ELEMENTARY DRAWING B. 12 WEEKS.
   A must precede B.

Summer, fall, winter and spring quarters.
Summer quarter—Two sections, 10-11, 11-12.
Fall quarter—One section, 11-12.
Winter quarter—Three sections, 9-10, 10-11, 11-12.
Spring quarter—Three sections, 9-10, 10-11, 11-12.
Room 10. Miss Goodison.

COLLEGE ELECTIVE COURSES

3. BLACKBOARD SKETCHING A. 12 WEEKS.
   Elementary drawing A and B or their full equivalent must precede.

The aim in this course is to develop in the student the ability to draw quickly and accurately upon the board in light and shade

and to lead him to apply the skill required in the illustration of other lessons.

Summer, fall, winter and spring quarters.

Summer quarter—Two sections, 8-9, 1-2.
Fall quarter—One section, 8-9.
Winter quarter—One section, 8-9.
Spring quarter—One section, 1-2.
Room 24.

4. ADVANCED DRAWING A. 12 WEEKS.

Elementary drawing A and B or their full equivalent must precede.

The work is in pencil, pen and ink and color from still life, flowers, interior views and out door sketching. Much time is given to original compositions and designing.

Either A or B may be taken first.

Summer, fall, and winter quarters.

Summer quarter—One section, 9-10.
Fall quarter—One section, 9-10.
Winter quarter—One section, 9-10.
Room 14.

5. ADVANCED DRAWING B. 12 WEEKS.

Elementary drawing A and B or their full equivalent must precede.

The work in this class is entirely in charcoal from still life, flowers, casts and original compositions. Either A or B may be taken first.

Summer, fall and spring quarters.

Summer quarter—One section, 10-11.
Fall quarter—One section, 10-11.
Spring quarter—One section, 9-10.
Room 14.

6. TEACHERS' DRAWING A. 12 WEEKS.

Fall and winter quarters.

Fall quarter—One section, 4-5.

Winter quarter—One section, 4-5.
Room 7. Professor McFarlane.

7. LIFE SKETCHING A. 12 WEEKS.
Elementary drawing A and B and advanced drawing A and B or their equivalent must precede.

This class has two hours daily, four days in the week. The work is in pencil, color and charcoal from life models.

Fall and winter quarters.
Fall quarter—One section, 10-12.
Winter quarter—One section, 10-12.
Room 58.

8. LIFE SKETCHING B. 12 WEEKS.
Elementary drawing A and B, advanced drawing A and B and life sketching A or their equivalent must precede.

In this course the work is chiefly charcoal from the head and shoulders. Instruction is also given in figure composition, illustrating and poster making.

Spring quarter.
Spring quarter—One section, 10-12.
Room 58.

9. ADVANCED TEACHERS' DRAWING AND ADVANCED BLACKBOARD SKETCHING.
Teachers' drawing A and blackboard sketching A must precede.

Each is a six week's course and together they make up the term. These are continuations of teachers' drawing A and blackboard sketching A, and are intended particularly for specialists.

Spring quarter.
Spring quarter—One Section, 8-9.
Rooms 7 and 24.

Geography

PREPARATORY COURSES

1. ELEMENTARY GEOGRAPHY. 12 WEEKS.
For those students who enter with insufficient preparation in the subject. Detailed study of the physical, political and industrial

geography of one or two continents with a rapid survey of the determining conditions of the others. Longman's Geography and library references.

Summer quarter, 11-12. Room 9. Prof. McFarlane.
Fall and spring quarters, 1-2. Room 9. Miss Averett.

ACADEMIC HIGH SCHOOL COURSES

2. PHYSICAL GEOGRAPHY. 12 WEEKS.

Credited from high schools. Required of all non-specializing students who have not had the subject. Prerequisite—Course 1 or an equivalent. An introductory course dealing with the atmosphere, the ocean, and the land, their activities and inter-relations. Brief study of land forms with reference to origin, life history, classification, and general distribution. Davis' Physical Geography, supplementary reading, classroom work with charts, pictures, models and maps.

Summer quarter, 10-11. Room 7. Prof. McFarlane.
Fall, winter, and spring quarters, 11-12. Room 9. Miss Averett.

3. TEACHERS' GEOGRAPHY. 12 WEEKS.

Required of all students. Prerequisite—Courses 1 and 2, or equivalents. General view of the content of geography with critical examination of the usual introductory matter. Special study of the atmosphere and of climatic elements. The social and economic relations of man to physical geography. The subject matter is treated with reference to its academic and its pedagogic value. Lectures, recitations, library, and map work.

Summer quarter, 8-9. Room 7. Prof. McFarlane.
Fall, winter and spring quarters, 3 sections, 8-9, 9-10, 10-11.
Rooms 7 and 9. Prof. McFarlane and Miss Averett.

COLLEGE ELECTIVE COURSES

4. GEOGRAPHIC MATERIAL. 12 WEEKS.

Prerequisite—Course 3. An investigation of the material employed in geographical teaching, including: (1) the various classes of maps and models; (2) pictures and lantern slides; (3) the local field; (4) the use of simple experiments and construction of the necessary apparatus; (5) the examination of various text books as to accuracy

and adequacy; (6) constructive map work; (7) the preparation of bibliographies. Lectures, library, and laboratory work.

Spring quarter, 11-12. Room 7. Prof. McFarlane.

5. PHYSIOGRAPHY 1. 12 WEEKS.

Prerequisite—Course 3. A study of the processes which shape the topography of the lands, the conditions of their activity, and the typical land forms produced. Lectures, library, and laboratory work.

Fall quarter, 10-11. Room 9. Miss Averett.

6. PHYSIOGRAPHY 2. 12 WEEKS.

Prerequisites—Courses 3 and 5. Existing land forms, their interpretation, including life history and processes by which they were shaped. Lectures, laboratory, and library work. In season, field work.

Winter quarter, 10-11. Room 9. Miss Averett.

7. GEOGRAPHY OF THE UNITED STATES. 12 WEEKS.

Prerequisite—Course 3, and preferably courses 5 and 6. Detailed study of the physical features of the United States with reference to their origin, their distribution, and their relation to the social and industrial development of the people. Lectures, library, and map work.

Summer quarter ('02), 9-10.

Winter quarter, 8-9. Room 7. Miss Averett.

8. GEOGRAPHY OF EUROPE. 12 WEEKS.

Prerequisite—Course 3 and preferably courses 5 and 6. Detailed study of the physical features of Europe with reference to their origin, their distribution, and their relation to the social and industrial development of the people.

Summer quarter, 9-10. Room 7. Prof. McFarlane.

Spring quarter, 2-3. Room 7. Prof. McFarlane.

English

PREPARATORY COURSES

1. GRAMMAR.

A rapid review of Reed and Kellogg's Higher Lessons, preparatory to the study of elementary rhetoric.

Fall and Winter quarters, 2-3. Room 41. Miss Downing.
Spring quarter, 3-4.

2. READING AND ORTHŒPY.

A study of the correct use and interpretation of diacritical marks, of the intelligent use of the dictionary, and of the simpler principles of vocal expression.

Fall and Winter quarters, 4-5. Room 51. Mr. Lathers.

ACADEMIC HIGH SCHOOL COURSES

1. RHETORIC.

Presupposes preparatory grammar. The text book is largely a hand-book of reference; punctuation, figures, and elementary principles of style, being studied in connection with selected classics. Continued practice is also given in paragraph writing and composition.

Fall quarter, 11-12. Room 43. Miss Pearce.
Fall quarter, 2-3. Room 42.
Winter quarter, 11-12. Room 42.

2. ENGLISH LITERATURE 1 AND 2.

The courses include an outline of the history of English literature, supplemented by a study of representative classics from different periods. They must be preceded by the course in rhetoric.

Course 1.—Fall quarter, 8-9. Room 41. Miss Pearce.
Fall quarter, 3-4. Room 42.
Winter quarter, 10-11. Room 43. Miss Bangs.

Course 2.—Winter quarter, 8-9. Room 42.
Winter quarter, 2-3. Room 43. Miss Bangs.
Spring quarter, 2-3. Room 41.

COLLEGE COURSES

1. PRINCIPLES OF CRITICISM 1.

An application of the principles of elementary literary criticism to the American poets. Duplicate, unannotated copies of the complete works of the author studied are placed in the hands of each student and original criticism is encouraged and cultivated. The literary criticism is preceded by a brief course of lectures, and presupposes rhetoric and English literature 1 and 2.

Fall quarter,	9-10.	Section 1.	Room 40.	Prof. Barbour.
		Section 2.	Room 41.	Miss Pearce.
	10-11.	Section 3.	Room 40.	Prof. Barbour.
		Section 4.	Room 41.	Miss Pearce.
Winter quarter,	10-11.	Section 1 only.	Room 41.	Miss Pearce.
Spring quarter,	9-10.	Section 1.	Room 40.	Miss Pearce.
	9-10.	Section 2.	Room 41.	Miss Bangs.
	8-9.	Section 3.	Room 43.	Miss Bangs.

2. PRINCIPLES OF CRITICISM 2.

A study of American prose in accordance with the method suggested for course 1, and in all cases to be preceded by course 1.

Winter quarter,	8-9.	Section 1.	Room 41.	Miss Pearce.
	8-9.	Section 2.	Room 43.	Miss Bangs.
	9-10.	Section 3.	Room 43.	Miss Bangs.
	9-10.	Section 4.	Room 40.	Prof. Barbour.
Spring quarter,	10-11.	One Section.	Room 41.	Miss Pearce.

3. ADVANCED ENGLISH LITERATURE 1 AND 2.

Course 1 offers a special study of nineteenth century poetry including the poets Shelly, Keats, Tennyson, Swinburne, and Morris; course 2, a study of English fiction of the nineteenth century.

Course 1.	Winter quarter, 11-12.	Room 41.	Miss Pearce.
Course 2.	Spring quarter, 11-12.	Room 41.	Miss Pearce.

4. ENGLISH MASTERPIECES.

A study of Carlyle's Sartor Resartus, De Quincey's Opium Eater, and selections in poetry from Wordsworth and Tennyson.

Spring quarter, 10-11. Room 43. Prof. Barbour.

5. SHAKESPEARE.

Lectures upon the technique of the drama, followed by an analytical study of Hamlet, Macbeth, and Lear.

Winter quarter, 3-4. Room 40. Prof. Barbour.

6. ANGLO-SAXON.

Sweet's Primer of Anglo-Saxon, followed by a course of lectures upon the history of the English language. The course is considered of especial value to teachers of English grammar.

Fall quarter, 2-3. Room 40. Prof. Barbour.

7. MIDDLE ENGLISH.

The study of Chaucer is Sweet's Second Middle English Primer, and Morris's Prologue and Knightes Tale.

Winter quarter, 10-11. Room 40. Prof. Barbour.

8. TEACHERS' GRAMMAR.

An academic review of English grammar accompanied by a professional study of method in teaching.

Fall quarter, 8-9. Section 1. Room 42.
2-3. Section 2. Room 41. Miss Downing.
9-10. Section 3. Room 42.
11-12. Section 4. Room 41. Miss Pearce.

Winter quarter, 2-3. Section 1. Room 41.
9-10. Section 2. Room 41. Miss Pearce.
10-11. Section 3. Room 42.

Spring quarter, 9-10. Section 2. Room 42.
10-11. Section 3. Room 42.
2-3. Section 1. Room 41. Miss Downing

9. ADVANCED COMPOSITION.

Spring quarter, 3-4. Room 41.

10. ADVANCED READING.

Study of steps in reading; mental attitude of reader; central idea; time, pitch, quality, and force; stimulation of imagination; literary interpretation. Study of method in teaching reading. Basis of this work is practical work in oral reading.

Fall quarter, 3-4. Room 51. Mr. Lathers.
Winter quarter, 3-4. Room 51. Mr. Lathers.
Spring quarter, 3-4. Room 51. Mr. Lathers.

11. ELOCUTION AND ORATORY 1.

Vocal exercises; study of sources of power in speaking; quality of voice and force; preparation and delivery of selections from classic literature.

Fall quarter, 2-3. Room 51. Mr. Lathers.
Winter quarter, 2-3. Room 51. Mr. Lathers.
Spring quarter, 2-3. Room 51. Mr. Lathers.

12. ELOCUTION AND ORATORY 2.

Continuation of course 1, which must precede it. Vocal exercises; study of time and pitch; learning of classic selections; writing and delivery of one original composition.

Fall quarter, 1-2. Room 51. Mr. Lathers.
Winter quarter, 1-2. Room 51. Mr. Lathers.
Spring quarter, 1-2. Room 51. Mr. Lathers.

13. ELOCUTION AND ORATORY 3.

Must be preceded by courses 1 and 2. Study of two masterpiece orations; theory of the oration and sources of orator's power; writing and delivering of one oration and recitation of standard selections.

Spring quarter, 4-5. Room 51. Mr. Lathers.

German

First Quarter

1. COURSE FOR BEGINNERS.
   Pronunciation, reading, writing, speaking. Thomas's German Grammar. 8–9. Room 36. Miss Robson.

7. COURSE FOR STUDENTS WHO HAVE MASTERED THE ELEMENTS OF GERMAN GRAMMAR AND HAD SOME PRACTICE IN READING.
   Gerstäcker's Irrfahrten, or Eichendorf's Aus dem Leben eines Taugenichts, with plenty of practical exercises. 9–10. Room 36. Miss Robson.

Second Quarter

1. COURSE FOR BEGINNERS.
   Pronunciation, reading, writing, speaking. Thomas's German Grammar. 8–9. Room 35. Professor Lodeman.

4. Thomas's German Grammar, part II, once a week. Occasional written exercises. Reading, seventy-five pages from such works as Baumbach, Die Nonna; Storm, Immensee; Jensen, Die braune Erica; Hauff, Das kalte Herz. 10–11. Room 35. Professor Lodeman.

7. a. Gerstäcker, Irrfahrten. Reading with much practice in speaking. Reproduction of the German text in writing. 9–10. Room 36. Miss Robson.

7. b. Eichendorf, Aus dem Leben eines Taugenichts. Reading with much practice in speaking. Reproduction of the text in writing. 10–11. Room 36. Miss Robson.

10. German themes, once a week. Study of idioms. Reading, Gœthe, Hermann und Dorothea Gœthe, Tasso, or Iphigenie. 9–10. Room 35. Professor Lodeman.

Third Quarter

2. Thomas's German Grammar, Part I completed. Much practice in pronouncing and reading. 8–9. Room 35. Professor Lodeman.

5. Thomas's German Grammar, Part II, continued, once a week. Occasional written exercises. Reading, one hundred pages from such works as Wildenbruch, Der Letzte; Heyse, Das Mädchen von Treppi, l'Arrabiata; Schiller, Der Neffe als Onkel; Benedix, Der Prozesz, der Weiberfeind, Günstige Vorzeichên. 10–11. Room 35. Professor Lodeman.

8 a. Stein's German Exercises II, with references to Thomas's Grammar. Baumbach, Der Schwiegersohn. 9–10. Room 36. Miss Robson.

8 b. Stein's German Exercises II, with references to Thomas's Grammar. Lessing, Minna von Barnhelm. 10–11. Room 36. Miss Robson.

11. German themes, once a week. Gœthe, Dichtung und Wahrheit (von Jagemann's edition). 9–10. Room 35. Professor Lodeman.

Fourth Quarter

3. Reading (and translating) of from 75 to 100 pages from works like those named below (editions with notes and vocabularies). Study of *strong verbs* found in the text. Anna von Krane, Solitaria; Hans Hoffmann, Der faule Beppo; Ernst von Wildenbruch, Das Orakel. (These short stories have been edited by Dr. Bernhardt under the title "Stille Wasser"). Baumbach, Waldnovellen, Sommermärchen. Seidel, Märchen, and short stories. Leander (von Volkmann), Kleine Gerchichten. 8–9. Room 35. Professor Lodeman.

6. Thomas's Grammar, Part II completed, once a week. Written exercises and study of idioms. Freytag, Die Journalisten, or Schiller, Wilhelm Tell, or Riehl, Culturhistorische Novellen (Der Fluch der Schönheit, Burg Neideck, Der stumme Ratsherr). 10–11. Room 35. Professor Lodeman.

9. a. Stein's Exercises, Part II. Schiller, Maria Stuart. 9–10. Room 36. Miss Robson.

9. b. Stein's Exercises, Part 11. Schiller, Die Jungfrau von Orleans. 10–11. Room 36. Miss Robson.

12, German themes, once a week. Schiller, Wallenstein, or Gœthe, Faust I, or German Lyrics. 9–10. Room 35. Professor Lodeman.

TEACHERS' COURSE.

Study of several methods of teaching modern languages, upon the basis of publications on that subject in special works and periodicals. Study of certain topics of historical German grammar. Courses in reading along the line of German literature, biography, and history. (The departmental library, to which the students have free access, consists of about five hundred well selected books, including many of the latest publications on literary history and criticism.) 11–12. Room 35. Professor Lodeman.

French

First Quarter

1. COURSE FOR BEGINNERS.
   Pronunciation, reading, and elementary grammar. Whitney's "Brief French Grammar" and Houghton's "French by Reading." 11–12. Room 36. Miss Robson.

5. Modern French Plays, with practice in speaking and writing. Pailleron, Le Monde où l'on s'ennuie. Scribe and Legouvé, Bataille de Dames. Sandeau, Mademoiselle de la Seiglière. Whitney's French Grammar for reference. 11–12. Room 36. Miss Robson.

Second Quarter

1. COURSE FOR BEGINNERS.
   Pronunciation, reading, and elementary grammar. Whitney's "Brief French Grammar" and Houghton's "French by Reading." 8–9. Room 36. Miss Robson.

4. Mérimeé, Colomba. Kimball's Exercises based on Colomba. 11–12. Room 36. Miss Robson.

7. Molière, Les femmes savantes. Racine, Athalie, Victor Hugo, Hernani. Whitney's French Grammar for reference. Written exercises. 11–12. Room 35. Professor Lodeman.

Third Quarter

2. CONTINUATION OF COURSE 1.
   Whitney's "Brief French Grammar', and Houghton's "French by Reading." 8–9. Room 36. Miss Robson.

5. Modern French Stories and Plays, with practice in speaking and writing. Augier and Sandeam, Le Gendre de M. Poirier. Sarcey, Le Siège de Paris. 11–12. Room 36. Miss Robson.

8. Taine, Les Origines de la France contemporaine (La Révolution) French Lyrics. Written reports, in French, on modern dramas read by students outside of the class. 11–12. Room 35. Professor Lodeman.

Fourth Quarter

3. CONTINUATION OF COURSE 2.
   The same text books as in course 2. Much practice, written and oral, in the use of French idioms. 8–9. Room 36. Miss Robson.

6. Modern Prose. Coppée and Maupassant, Tales. 11–12. Room 36. Miss Robson.

History

PREPARATORY COURSES

1. THE HISTORY AND GOVERNMENT OF THE UNITED STATES. COLONIAL PERIOD.

   This course must precede all the regular courses in history. It is urged that students come prepared to pass the examination. The time required for the course will be determined by the proficiency of the student. Fall quarter. Room 49. 9–10.

ACADEMIC HIGH SCHOOL COURSES

The following courses are required of all regular four years' course students:

2. THE HISTORY OF ENGLAND. 24 WEEKS.

   Text book: Coman and Kendall. Begins each quarter. 8–9, 9–10, 2–3, 3-4. Room 48. Miss Todd.

3. THE POLITICAL HISTORY OF THE UNITED STATES. FEDERAL PERIOD. 12 WEEKS.

   Course 3 presupposes courses 1 and 2 or an equivalent. Text book: McLaughlin. Each quarter. 2–3. Room 49. Miss Buell.

4. THE SENIOR COURSE IN GENERAL HISTORY. 24 CONSECUTIVE WEEKS.

   Text book: Adam's European History. Winter and spring quarters. 4–5. Room 47. Miss Buell.

   Students specializing in the languages, see courses 5 and 6, or 7 and 8.

   Students on the advice of the head of department, instead of course 4, may elect from courses 9, 10, 11 and 12, 13.

ELECTIVE COLLEGE COURSES

The following courses are open to students who are specializing in the different departments, or are upon the general two years' course, or are doing post graduate work:

5. THE HISTORY OF GREECE TO THE CONQUEST BY THE ROMANS. 12 WEEKS.

Course 5 with course 6 may be elected by the Ancient Classical students for senior history. Text book: Botsford, with assigned reading. Summer and fall quarters, 11-12, and 3-4. Room 47. Miss Shultes.

6. THE HISTORY OF ROME TO THE FALL OF THE ROMAN EMPIRE. 12 WEEKS.

Supplementary to course 5. It is urged that courses 5 and 6 follow each other in the order named and when made the Senior History this sequence will be required. Text book: Allen, with assigned reading. Winter quarter. 11-12, 3-4. Room 47. Miss Shultes.

7. THE MEDIÆVAL HISTORY OF EUROPE FROM 800 TO 1500. 12 WEEKS.

Courses 7 and 8 may be elected by the Modern Classical students for senior history.

Text-book: Myers, with assigned reading. Spring quarter, 11-12 and 3-4. Room 47. Miss Shultes.

8. THE MODERN HISTORY OF EUROPE. 1500 — TO THE PRESENT TIME.

When courses 7 and 8 are elected as senior history, 7 must precede 8. Text book: Myers, with assigned reading. Summer and fall quarters. 11-12 and 3-4. Room 47. Miss Shultes.

9. THE POLITICAL AND CONSTITUTIONAL HISTORY OF ENGLAND. 24 WEEKS.

Course 9 presupposes such knowledge of English history as may be gained from Course 2.

The course follows outlines arranged for library work. Discussions and written reports. Winter and Spring quarters. 8-9. Room 47. Miss Shultes.

In the Summer quarter, 1901, some part of course 9 will be offered. 8 weeks. In order to complete the work laid out for a quarter the course can be carried with only two other subjects.

10. THE FORMATION AND DEVELOPMENT OF THE CONSTITUTION OF THE UNITED STATES. 24 WEEKS.
Course 10 makes an intensive study, using largely source material. Discussions and reports. Fall and Winter quarters. 11–12. Room 45. Miss Putnam.

11. POLITICAL ECONOMY. 12 WEEKS.
Course 11 followed by course 12 may be elected for senior history. Text book: Walker, supplemented by lectures, discussions, and written reports. Winter quarter. 9–10. Room 45. Miss Putnam.

12. POLITICAL SCIENCE. 12 WEEKS.
Course 12 presupposes course 14 in which the student must have shown aptitude for the study. Text book: Pollock, with assigned topics for investigation. Spring quarter. 9–10. Room 45. Miss Putnam.

13. THE TEACHERS' HISTORY. 12 WEEKS.
Course 13 presupposes such knowledge as may be gained from the required courses or from the usual high school course. Some knowledge of psychology is also indispensable. Lectures, discussions, assigned reading, and the handling of primary material. Each quarter. 8–9 and 10–11. Room 49. Professor King.

14. THE TEACHERS' CIVICS. 12 WEEKS.
Course 14 presupposes a knowledge of the facts of civil government and courses 2 and 3 or an equivalent. Text book: Willoughby, with assigned reading. Each quarter. 8–9 and 10–11. Room 45. Miss Putnam.

15. HISTORICAL METHOD. 12 WEEKS.
Courses 15 and 16, in the order named, may be elected for senior history.
Course 13 must precede course 15. Text book: Mace, with assigned reading. Summer and fall quarters. 11–12. Room 49. Professor King.
If course 15 is taken in the summer quarter it will be covered in 8 weeks and must be carried with but two other subjects.

16. PRIMARY HISTORICAL MATERIAL. 12 WEEKS.
Course 16 presupposes courses 13 and 15. Class teaching from source material, research, and written exposition. Winter quarter. 11–12. Room 49. Professor King.

Latin and Greek

COURSES IN LATIN

1. Beginners' Latin (preparatory).
   Fall quarter. 2–3. Room 23. Miss Muir.
   Summer quarter. 8–9. Room 34. Prof. D'Ooge.

2. Beginners' Latin (preparatory). Winter quarter. 2–3. Room 23. Miss Muir.

3. Beginners' Latin and Viri Romae, or Second Year Latin, (preparatory). Spring quarter. 2–3. Room 23. Miss Muir.

Courses 1—3 are preparatory, and students are urged to come with at least one year of Latin. Preparatory Latin does not receive credit on the Normal course unless it be accompanied or followed by German, in which case credit for language work for three quarters will be given, to apply either upon Latin or German.

4. Viri Romae, or Second Year Latin, and Latin Composition. Fall quarter. 11–12. Room 23. Miss Muir.

5. Cæsar and Latin Composition. Winter quarter. 11–12. Room 23. Miss Muir.

6. Cæsar and Latin Composition. Spring quarter. 11–12. Room 23. Miss Muir.

7. Cicero and Latin Composition. Fall quarter. 9–10. Room 22. Mr. Clark.

8. Cicero and Latin Composition. Winter quarter. 9–10. Room 22. Mr. Clark.

9. Ovid and Mythology.* Spring quarter. 9–10. Room 22. Mr. Clark.

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*The work in mythology is conducted by means of carefully prepared reading courses which serve not only to teach the myths of Greece and Rome, but also to explain the presence of these myths in our modern literature.

10. Ovid. Fall quarter. 11–12. Room 23. Miss Muir.

11. Vergil. Winter quarter. 11–12. Room 23. Miss Muir.

12. Vergil. Spring quarter. 11–12. Room 23. Miss Muir.

13. Livy and Latin Composition.
    Fall quarter. 8–9 and 2–3. Room 34. Prof. D'Ooge.
    Summer quarter. 10–11. Room 34. Prof. D'Ooge.

14. Livy and Latin Composition. Winter quarter. 8–9 and 2–3. Room 34. Prof. D'Ooge.

15. Latin Selections. Spring quarter, 2–3. Room 34. Prof. D'Ooge.

16. Horace. Fall quarter. 1–2. Room 34. Prof. O'Ooge.

17. Horace. Winter quarter. 1–2. Room 34. Prof. D'Ooge.

18. Latin Comedy. Spring quarter. 10–11. Room 34. Prof. D'Ooge.

19. Latin Writing.
    Spring quarter. 11-12. Room 34. Prof. D'Ooge.
    Summer quarter. 11–12. Room 34. Prof. D'Ooge.

This course is open to such only as have had at least four years of the language. It is designed to meet the needs of those who look forward to teaching Latin, and combines a daily drill in the translation of connected English into idiomatic Latin with a thorough review of syntax and a special study of the style of Cæsar and Cicero.

20. Latin Sight Reading. Fall quarter. 10–11. Room 34. Prof. D'Ooge.

Open to such only as have had at least three years of Latin. This course affords systematic drill in the building of a large vocabulary, and in the principles underlying the structure of the Latin sentence, so that the peculiarities of order may become thoroughly familiar and progress in reading be easier and more rapid.

21. Classical Literature and Ancient Classical Methods. Winter quarter. 10-11. Room 24. Prof. D'Ooge.

Required of all who expect to teach Latin and open to such only as have had at least four years of the language. The lectures present: (1) a brief history of the Latin language and its relation to other languages; (2) a survey of the methods used in the best schools from the Middle Ages to the present time; (3) the subjects of pronunciation, quality, inflection, and difficult points in syntax; (4) a general bibliography and a consideration of the best text books. Private reading in the history of classical literature is carried on by the members of the class.

GREEK COURSES

1. Beginners' Greek.
   Fall quarter. 3–4. Room 22. Mr. Clark.
   Summer quarter. 9–10. Room 34. Prof. D'Ooge.
2. Beginners' Greek. Winter quarter. 3–4. Room 22. Mr. Clark.
3. Beginners' Greek and Anabasis. Spring quarter. 3–4. Room 22. Mr. Clark.
4. Anabasis and Greek Composition. Fall quarter. 2–3. Room 22. Mr. Clark.
5. Anabasis and Greek Composition. Winter quarter. 2–3. Room 22. Mr. Clark.
6. Homer's Iliad. Spring quarter. 2–3. Room 22. Mr. Clark.
7. Homer's Odyssey. Fall quarter. 1–2. Room 23. Miss Muir.
8. Homer's Odyssey, Lysias and Greek Composition. Winter quarter. 1–2. Room 23. Miss Muir.
9. Lysias and Greek Composition. Spring quarter. 1–2. Room 23. Miss Muir.

In addition to the regular courses, a Greek Club, composed of advanced students, met one evening a week during the winter quarter of 1900–1901, and read Plato's Apology of Socrates and Crito.

No student may take up Greek who has not had at least one year of Latin. It is so important an adjunct of Latin that all who are preparing to teach the latter are urged to take at least one year of Greek. A fair reading knowledge can be obtained in that time.

The department has a well equipped classical library of more than 400 volumes, representing standard authorities in English, French and German. Large accessions to this collection are being made year by year, and the facilities of this nature are ample for all our purposes of study and investigation. Strong emphasis is laid upon collateral reading in connection with all classical authors. The department is also well supplied with maps, charts, and photographs, of which constant use is made, and additional illustrative material has recently been provided in the shape of a collection of lantern slides.

Mathematics

PREPARATORY

1. PREPARATORY ARITHMETIC.
   A thorough drill in the fundamental parts of Arithmetic. The aim of this course is to secure rapidity and accuracy in computing. Summer quarter. 2–3. Room 50 A. Miss Thompson.

HIGH SCHOOL COURSES

The following courses are required of all regular four years' course students.

2. ALGEBRA 1. 12 WEEKS.
   Elementary algebra through equations of the first degree with two unknown quantities. Text book: *White's School Algebra*. Fall and spring quarters. 2–3. Room 50 B. Mr. Wentworth.

3. ALGEBRA 2. 12 WEEKS.
   A continuation of Algebra 1 to quadratic equations. Fall quarter, 10-11, and winter quarter, 1–2. Room 50 B. Mr. Wentworth.

4. ALGEBRA 3. 12 WEEKS.
   A continuation of Algebra 1 and 2 through quadratic equations. Winter quarter, 9–10, and spring quarter, 10–11. Room 50 B. Mr. Wentworth.

5. ALGEBRA REVIEW. 12 WEEKS.
   A review of elementary algebra through the quadratic equation. Designed for those that need a brief review before beginning higher algebra. Summer quarter. 3–4. Room 50 A. Miss Thompson.

6. PLANE GEOMETRY 1. 12 WEEKS.
   An elementary course in plane geometry through rectilinear figures and the equality of polygons. Text book: *Beman and Smith*.

Fall quarter. 8–9. Room 50 B. Mr. Wentworth.
9–10. Room 50 A. Miss Thompson.
Spring quarter. 8–9. Room 50 B. Mr. Wentworth.
Summer quarter. 11–12. Room 50 B. Miss Thompson.

7. PLANE GEOMETRY 2. 12 WEEKS.
A continuation of course 6. Plane Geometry completed
Winter quarter. 8–9, 11–12. Room 50 B. Mr. Wentworth.
10–11. Room 50 A. Miss Thompson.

8. SOLID GEOMETRY. 12 WEEKS.
Text book: *Beman and Smith.*
Fall quarter. 10–11. Room 39. Assistant Professor Stone.
Spring quarter. 10–11, 11–12. Room 50 A. Assistant Professor Stone.

COLLEGE COURSES

9. TEACHERS' ARITHMETIC. 12 WEEKS.
This course is carried on partly by lectures on the history and pedagogy of the subject and partly by a review of the typical parts of the subject. This course must be preceded by all the high school courses given above. Text book: *Beman and Smith. Required of all students.* Offered each quarter.
Fall, 8–9, 10-11, 11–12. Winter, 9–10, 10-11, 11–12. Spring, 9–10, 11–12. Summer, 9–10, 10–12. Room 50. Miss Norton. Fall, 3–4. Assistant Professor Stone.

10. METHODS IN ALGEBRA. 12 WEEKS.
This course covers the work offered in secondary schools and is designed for teachers or those who intend to become teachers. Special attention will be paid to the history and pedagogy of the subjects.

11. METHODS IN GEOMETRY. 12 WEEKS.
A review of plane and solid geometry. Special attention will be paid to methods and presentation of the subject. Text book: *Beman and Smith.* Winter quarter. 9-10. Room 50. Professor Lyman.

12. HISTORY OF MATHEMATICS. 12 WEEKS.
This course is designed to show the student how the subjects he is to teach have developed. Students have access to

the large collection of books in the library. Spring quarter. 9–10. Room 50. Professor Lyman.

Course 13 or 14 is required of all students taking the general course.

13. TRIGONOMETRY. 12 WEEKS.
Elementary course in plane and spherical trigonometry. Presupposes all high school courses. Text book: *Lyman and Goddard.* Each quarter.
Fall quarter. 2–3. Room 50 A. Miss Thompson.
Winter quarter. 4–5. Room 50 A. Miss Thompson.
Spring quarter. 2–3. Room 50. Miss Norton.
Summer quarter. 11–12. Room 50. Miss Norton.

14. HIGHER ALGEBRA 1. 12 WEEKS.
Besides giving a more comprehensive view of elementary algebra than could be given in courses 2, 3, 4, a thorough study is made of the idea of a function, remainder theorem, symmetry, variation, the progressions, determinants and the graph. Presupposes all high school courses. Text book: *Taylor's College Algebra.*
Fall quarter. 8–9. Room 50 A. Miss Thompson.
11–12. Room 39. Assistant Professor Stone.
Spring quarter, 8–9. Room 50. Miss Norton.

15. HIGHER ALGEBRA 2. 12 WEEKS.
Higher Algebra 1 continued through the text, and additional work given on the theory of the equation.
Fall quarter. 9–10. Room 39. Assistant Professor Stone.
Winter quarter. 8–9, 11–12. Room 50 A. Miss Thompson.

16. ANALYTICAL GEOMETRY. 12 WEEKS.
An elementary course in analytical geometry. Presupposes all the previous courses except 10, 11, and 12. Text book: *Tanner and Allen.* Fall quarter. 8–9. Room 39. Assistant Professor Stone. Summer quarter. 8–9. Room 50. Miss Norton.

17. DIFFERENTIAL CALCULUS. 12 WEEKS.
Presupposes course 16. Text book: *Osborne.* Winter quarter. 8–9. Room 50. Professor Lyman.

18. INTEGRAL CALCULUS. 12 WEEKS.
Text book: *Osborne*. Spring quarter. 8–9. Room 50 A. Assistant Professor Stone.

19. THEORY OF EQUATIONS. 12 WEEKS.
This course presupposes courses 14 and 15. Text book: *Burnside and Panton*. Chapters I–X. Spring quarter. 9–10. Room 50 A. Assistant Professor Stone.

Music

PROFESSIONAL COLLEGE COURSES

1. THEORY OF MUSIC AND ADVANCED METHODS. 12 WEEKS.
   This class is given largely to theory and professional work for advanced or high school grades. It is a continuation of the teachers' course and of elements 1 and 2, which precede it. Text book: *Comprehensive Music Course.*—Pease's Singing Book. Spring quarter. One section. 9–10. Room 2, Conservatory Prof. Pease.

2. KINDERGARTEN MUSIC. 12 WEEKS.
   Text book: *Primer of Modern Music Series.*
   Summer quarter. One section. 11-12. Room 2, Conservatory. Miss Towner.
   Winter quarter. One section. 8–9. Miss Foster.

The work in this class consists of a study of the care of the young child's voice, the development of a feeling for rhythm, the training of monotones, and the manner of presenting songs to children.

A sequence of games and songs for the year is memorized, and the playing of such music as is used in the marches and games, is emphasized.

3. TEACHERS' COURSE IN MUSIC. 12 WEEKS.
   Text book: *First Reader of Modern Music Series.*
   Summer quarter. 9–10. Miss Towner.
   Fall quarter. 8–9, 2–3. Winter quarter. 2–3. Spring quarter. 8–9, 2–3. Prof. Pease. Miss Foster.

This is the only prescribed course in the College, all other classes being optional. It does not presuppose a knowledge of music, except familiarity with the rudiments of music as taught in the elements of vocal music class courses which is of great advantage.

Students in this class of twelve weeks are prepared especially for teaching singing in the eight grades. Observation of this work is made at the training school.

4. HISTORY AND LITERATURE OF MUSIC 1 AND 2. 24 WEEKS.
A course giving an outline of music and musicians, with a course of reading relating to musical literature. Text book: *Filmore's Musical History*. Fall and winter quarters. 8–9. Miss Bird.

5. DEPARTMENT TEACHING. 12 WEEKS.
Required in public school and music and drawing courses. Teaching done under Miss Foster's supervision.

ACADEMIC COLLEGE COURSES

6. VOICE CULTURE 1. 12 WEEKS.
Summer quarter. 10–11. Miss Towner.
Fall quarter. 9–10. Winter quarter. 8–9. Spring quarter. 11–12. Prof. Pease. Miss. Bird. Mr. White.

There are two classes in voice culture of one quarter each. The voice, its developments, culture, resonance, permeation, together with the art of singing, including rendition, pronunciation, articulation, and expression, are the subjects taught, the professional instruction being dwelt on at each point.

7. VOICE CULTURE 2. 12 WEEKS.
Fall quarter. 10–11. Winter quarter. 10–11. Spring quarter. 9–10. Prof. Pease. Miss Bird. Mr. White.

8. ARTISTS' CLASS. 12 WEEKS.
To prepare for singing in public. One meets twice a week. Fall, winter and spring quarters. 10–11. Prof. Pease.

9. HARMONY 1. 12 WEEKS.
Text book: *York's Harmony Simplified*. Summer quarter. 10–11. Fall quarter. 11–12. Winter quarter. 11–12. Mr. White. Miss Bird.

This study follows that in theory of music and advanced methods, and continues through three terms. Harmony (1) is also given during the fourth term. Harmony is taught both as a science and as an art and is made the basis for further progress in counterpoint

and composition. It is also the foundation for a better understanding of piano and organ music and a help in learning to read music at sight.

10. HARMONY 2. 12 WEEKS.
Winter quarter. 11–12. Spring quarter. 10–11. Mr. White. Miss Bird.

11. HARMONY 3. 12 WEEKS.
Spring quarter. 10–11. Prof. Pease.

12. PRACTICAL HARMONY. 24 WEEKS.
An application of harmony study to the piano forte, and a further training in the mental conception of tones as melodies and in chords. Text book: *Bussler*. Winter quarter. 9–10. Miss Bird.

13. COUNTERPOINT 1. 12 WEEKS.
Text book: *Bridge's Counterpoint*, et al. Fall quarter. 11–12. Prof. Pease.

Counterpoint is given during the summer, fall, and winter quarters, and should follow harmouy. It includes the five species in two, three, and four voices. *A part of the time is devoted to free counterpoint.

14. COUNTERPOINT 2. 12 WEEKS.
Same text used as for counterpoint 1. Winter quarter. 11–12. Prof. Pease.

15. COUNTERPOINT 3. 12 WEEKS.
Same text used as for 1 and 2. Spring quarter. 11–12. Prof. Pease.

16. FORM AND COMPOSITION 1. 12 WEEKS.
Text book: *Stainer's Musical Form and Composition, and Goetz Melody Writing*. Fall quarter. 9–10. Prof. Pease.

This class is continued during the summer, fall, and winter quarters, and is the practical application of the previous studies in harmony and counterpoint.

17. FORM AND COMPOSITION 2. 12 WEEKS.
Same text as in 1. Winter quarter. 9–10. Prof. Pease.

18. FORM AND COMPOSITION 3. 12 WEEKS.
Same text as in 1 and 2. Spring quarter. 8–9. Prof. Pease.

HIGH SCHOOL SUBJECTS

19. ELEMENTS OF VOCAL MUSIC 1. 12 WEEKS.
Text book: *Pease's Singing Book*. Summer quarter. 9–10. Fall quarter. 9–10. Winter quarter. 10–11. Spring quarter. 9–10. Miss Bird. Mr. White.

As the foundation of all future study is laid in this class, it should be considered of more importance than any other.

The work consists of a careful development of the science of music from the very beginning, together with practical study of sight-reading and the cultivation of the voice and ear.

20. ELEMENTS OF VOCAL MUSIC 2. 12 WEEKS.
Same text as in 1. Summer quarter. 11–12. Winter quarter. 9–10. Spring quarter. 11–12. Miss Bird. Mr. White.

21. SIGHT READING. 12 WEEKS.
Text book: Graded exercises—McNaught.
Fall quarter. 10–11. Prof. Pease.
Winter quarter. 10–11. Prof. Pease.

Natural Science

PREPARATORY COURSES

1. PREPARATORY PHYSIOLOGY. 12 WEEKS.
   Designed for those who are not sufficiently prepared for teachers' physiology. Martin's Human Body—Briefer course. Fall, winter, and spring quarters. 8–9. Room 21. Mr. Cramer.

HIGH SCHOOL ACADEMIC COURSES

2. STRUCTURAL BOTANY. 12 WEEKS.
   This course serves as an introduction to the botanical sciences. It teaches the gross and the cellular structure of plants; the composition, form, and physiology of protoplasm; the general physiology of plants; and the use of the compound miscroscope. Observational and experimental work in laboratory. No text. Fall, winter, and summer quarters. 10–12, 1–3. Room 18. Miss Goddard.

COLLEGE ELECTIVE COURSES

3. SYSTEMATIC BOTANY. 12 WEEKS.
   The work of this course is concerned with a study of the morphology of phanerogams and the characteristics of the more important families of the group. Gray's Manual. Spring quarter. 8–10, 1–3. Miss Goddard.

4. CRYPTOGAMIC BOTANY. 12 WEEKS.
   This is a course in the so called flowerless plants. A series of typical forms is studied, passing from the algae to the ferns. It should be preceded by 2 or 3. It is a laboratory and field course. No text. Spring quarter. 10–12. Room 18. Miss Goddard.

5. ADVANCED BOTANY. 12 WEEKS.
   This course includes special studies in morphology, physiology, fertilization, protection, distribution and plant

economy. Some time will be given to the collection and preservation of laboratory and school material. It should be preceded by 2. Fall quarter. 8–10. Room 18. Miss Goddard.

6. GENERAL ZOÖLOGY 1. 12 WEEKS.
The course is designed to give the foundation of animal biology. It consists of laboratory work on the simplest invertebrates (microscopic forms, sponges, the jelly fish type, star fish); histology of tissues, and indirect cell division (karyokinesis). It should be preceded by 2. Fall quarter. 8–10. Room 19. Miss Phelps.

7. GENERAL ZOÖLOGY 2. 12 WEEKS.
A continuation of General Zoölogy 1 by which it must be preceded. The forms studied in the laboratory are: the earth worm, the fresh water mussel, the squid, the lobster and the grasshopper. The physiology and life history, as well as the anatomy of the various forms, are given. Winter quarter. 8–10. Room 19. Miss Phelps.

8. GENERAL ZOÖLOGY 3. 12 WEEKS.
A laboratory study of the lower vertebrates: — amphioxus, the perch, and the frog. The work on the higher vertebrates is given by lectures and readings. This course must be preceded by 2, of which it is the continuation. Spring quarter. 8–10. Room 19. Miss Phelps.

9. TEACHERS' ZOÖLOGY. 12 WEEKS.
This course offers practical instruction in those animal forms generally used in nature study in the grades. The life histories and habits of our common animals are studied, including rabbits, birds, frogs, insects, (silk worms and others), shelled forms, and crayfish. Part of the work is done in the field. No previous work in zoölogy is presupposed. Summer and fall quarters. Room 19. Miss Phelps.

10. TEACHERS' PHYSIOLOGY. 12 WEEKS.
This course is an advanced course in physiology and presupposes a good foundation knowledge of the principles of psysiology such as given in course 1. Emphasis is laid upon hygiene, sanitation, and contagious diseases. It is

advised that it be preceded by as many as possible of the other sciences. Rettger's Studies in Advanced Physiology. Each quarter. 9–10, 10–11, 11-12. Room 21. Mr. Cramer.

11. PRIMARY NATURE STUDY. 12 WEEKS.

In this course is introduced all the method work of the department subjects pertaining to the lower grades. Some previous work in botany and physiology is required, while work in zoölogy, geology, physics, astronomy, chemistry, and psychology is desired. The course is divided into the following heads:

1. The three kingdoms of nature and their interdependence.
2. The child in the light of biology; his nature and needs.
3. The purposes of nature study.
4. The principles of method.
5. A correlated science course exemplifying these methods and calculated to secure the desired results.
6. Suggestions for collecting material, and devices for its study in the school room. Each quarter. 2–3. Room 21. Professor Sherzer.

12. MINERALOGY. 12 WEEKS.

This is a practical course in the study of our common minerals, for which an elementary knowledge of chemistry is very desirable. Blow-pipe methods and simple chemical manipulation are taught. Bulk material is furnished the student for study and individual collections are made from the fields, identified and catalogued. The course is extended to include the chief types of rocks, their history, structure, economic importance and disintegration into soil. Dana's "Minerals and how to Study Them" is used for reference. Fall and summer quarters. 3–5. Room 60. Professor Sherzer.

13. DYNAMICAL GEOLOGY. 12 WEEKS.

This course is designed to give a clear idea of the forces and agencies which have determined the shape and character of the earth's surface, and which are still at work modifying it. It should be preceded by mineralogy and elementary physics. The work consists of recitations from library assignments, lectures, and a few simple class experiments. It is taken up under the following heads: atmospheric, aqueous, organic and igneous agencies. The principal college texts and the standard reference works are consulted throughout the course. A special study is made of the available high school texts in geology and of the science itself as a suitable subject for mind training in the elementary and secondary schools. Fall quarter. 3–4. Room 21. Professor Sherzer.

14. HISTORICAL GEOLOGY. 12 WEEKS.

A study of the evolution of the earth and its inhabitants, by means of recitations, reading, lectures, museum work upon fossil forms, and field excursions. Courses in zoölogy and botany and the previous work in geology are desirable. Beginning with the nebular hypothesis, the "geological column" is taken up in order and brought down to the historic period. The character of the rocks is studied, their thickness, home, and foreign localities; their teachings, economic products, and forms of life. Especial attention is given to the structure of our own state, a geological map and sections being prepared by each student.

The Normal College is in sight of the ancient Lake Maumee beach, and within easy reach of the Belmore beach, of ancient Lake Whittlesey, as well as the Defiance and Fort Wayne moraines. These and the river terraces and delta afford opportunity for some local field work in glacial studies. Spring quarter. 3–4. Room 21. Professor Sherzer.

15. DEPARTMENT TEACHING.

The opportunity is offered to a limited number, who are looking forward to high school work, to assist in the man-

agement of the regular classes. Each such pupil is assigned a table in the laboratory to render whatever assistance may be needed, make the first inspection of the notes and drawings and to collect and prepare material for study. Special experiments and demonstrations will be assigned and presented to the class under direction of the teacher. Such pupil assistants attend the class meetings in order to get general laboratory directions and to observe the methods employed in developing the various topics by means of quizzes and lectures. While this department work is being done attendance upon the general meetings of the training school is required. Daily, for two hours.

LABORATORY ASSISTANTS.

Three student assistantships, paying $100 each and requiring half the student's time, are open to those special students of high standing.

Physical Sciences

ELEMENTARY PHYSICS

1. MECHANICS. 12 WEEKS.
   Daily, with additional laboratory work. Each quarter. Mr. Gorton.
2. SOUND, LIGHT, HEAT. 12 WEEKS.
   Daily, with additional laboratory work. Each quarter. Mr. Gorton.
3. ELECTRICITY, MAGNETISM. 12 WEEKS.
   Daily, with additional laboratory work. Each quarter. Mr. Gorton.

These courses must be taken in the order named above except that, for sufficient reason, course 3 may precede course 2. Algebra and geometry must precede course 1.

ADVANCED PHYSICS

1. ELECTRICITY AND MAGNETISM. 12 WEEKS.
   Daily. Fall quarter. Professor Strong.
2. MECHANICS. 12 WEEKS.
   Daily. Winter quarter. Professor Strong.
3. SOUND AND LIGHT. 12 WEEKS.
   Four times a week. Spring quarter. Professor Strong.

These courses are mutually independent and follow courses 1, 2, and 3 in elementary physics. 2 and 3 presuppose trigonometry. Physical laboratory practice may precede, but advanced laboratory practice should follow, or may be taken along with course 2 or course 3.

CHEMISTRY

1. CHEMISTRY OF COMMON LIFE. 12 WEEKS.
   Daily. Winter quarter. Mr. Peet.
2. ELEMENTARY INORGANIC CHEMISTRY. 12 WEEKS.
   Chemistry of the Non-Metals. Daily, and additional laboratory practice. Summer and fall quarters. Mr. Peet.

3. CHEMISTRY OF THE NON-METALS. 12 WEEKS.
Continuation of course 2. Daily, with additional laboratory practice. Winter quarter. Mr. Peet.

4. CHEMISTRY OF THE METALS. 12 WEEKS.
Daily, and additional laboratory practice. Spring quarter. Mr. Peet.

5. QUALITATIVE ANALYSIS. 12 WEEKS.
Recitations and laboratory work. Mr. Peet.

6. VOLUMETRIC AND GRAVIMETRIC ANALYSIS. 12 WEEKS.
Recitations and laboratory work. Winter quarter. Mr. Peet.

7. QUANTITATIVE ANALYSIS. 12 WEEKS.
Accompanied by lectures on organic chemistry. Spring quarter. Mr. Peet.

The above named courses, except the first, should be taken substantially in the order named. Course 1 will not be taken by students who desire a somewhat full elementary course in chemistry. It is a brief popular course for the benefit of the many who desire to understand chemical allusions in other subjects of study and to know something of the chemistry of common life. It is a new course and may be taken at any time preceding nature study or teaching based upon it.

ASTRONOMY

1. GENERAL ASTRONOMY. 12 WEEKS.
Four times a week and observatory work on all clear evenings. Summer, fall and spring quarters. Professor Strong.

2. INSTRUMENTAL ASTRONOMY. 12 WEEKS.
Three times a week and observatory work on clear evenings. Spring quarter. Professor Strong.

The first of the above courses may be taken by students who have had an elementary course of mathematics; the second requires a good course in spherical trigonometry, and course 1 above, or its equivalent.

PROFESSIONAL COURSES

1. PHYSICAL LABORATORY PRACTICE. 12 WEEKS.
Daily. Each quarter. Mr. Gorton.

2. ADVANCED LABORATORY PRACTICE. 12 WEEKS.
   Eight hours per week. Winter quarter. Professor Strong.

3. SECONDARY NATURE STUDY. 12 WEEKS.
   Four times per week. Each quarter. Professor Strong.

7. ACOUSTICS. 12 WEEKS.
   Three times a week. Spring quarter. Mr. Gorton.

5. PHYSICAL TECHNICS. 12 WEEKS.
   Summer and fall quarters. Three times a week and laboratory work. Professor Strong.

Course 1 follows elementary physics. Course 2 follows or accompanies advanced physics. Course 3 preferably after nature study 1, if both courses are to be taken. Course 4 is taken only by Conservatory students.

Physical Training

REQUIREMENTS

Four terms of practical work are required of all students before graduation. This includes the first three terms, together with course 4, 5, or 6, at the student's option.

All students doing practical work are required to wear the regulation suit and attend classes regularly. This suit, costing from $3.00 to $5.00, includes all the expense demanded by the practical work. (Students find it less expensive and more desirable to secure suits after reaching here.)

Each student is examined on beginning practical work, and women have a special medical examination, no effort being spared to insure that benefit shall always result from the exercise, and to prevent any injury. Students physically unfit at any time for any part of the work are excused from the same during the period of disability. Those thus excused observe the work of their class and are held responsible for acquaintance with the work. Explanatory circular and blank for the recommendation of the home physician will be sent on application.

1. PHYSICAL TRAINING 1, FOR WOMEN AND MEN. 12 WEEKS.
   Course 1 is required of all students. Elementary Swedish gymnastics and gymnastic games with lectures on Swedish gymnastics.
   Summer quarter. 9-10. Miss Mann and Mr. Teetzel.
   Fall quarter. 8-9, 9-10, 11-12, 3-4. Mrs. Burton and Miss Mann.
   10-11, 2-3. Mr. Teetzel.
   Winter quarter. 4-5. Miss Mann.

2. PHYSICAL TRAINING 2, FOR WOMEN AND MEN. 12 WEEKS.
   Course 2 presupposes course 1. Dumb-bell exercises, marching and basketball.
   Winter quarter. 8-9, 9-10, 11-12, 3-4. Mrs. Burton, Miss Mann.
   10-11, 2-3. Mr. Teetzel.

3. PHYSICAL TRAINING 3, FOR WOMEN AND MEN. 12 WEEKS.
Course 3 presupposes course 1. Wand and Indian club exercises with individual assigned work on apparatus with one lecture per week on the anatomy and mechanics of bodily movements.
Spring quarter. 8-9, 9-10, 11-12, 3-4. Mrs. Burton, Miss Mann.
10-11, 2-3. Mr. Teetzel.
Summer quarter. 10-11. Mr. Teetzel.
Fall quarter. 4-5. Miss Mann.

4. PHYSICAL TRAINING 4, FOR WOMEN AND MEN. 12 WEEKS.
When courses 2 and 3 are finished, courses 4, 5, or 6 may be taken in any order. Advanced work in Swedish and in games with lectures and practice in teaching exercises to individuals and small squads. Women's classes have work in fancy steps and men's on parallel bars.
Summer quarter. 10-11. Miss Mann.
Fall quarter. 9-10, 2-3. Mrs. Burton.
11-12. Mr. Teetzel.
Spring quarter. 11–12. Mr. Teetzel.

5. PHYSICAL TRAINING 5, FOR WOMEN. 12 WEEKS.
Lectures and professional training as in course 4; Indian clubs, dumb-bells, bounding balls. Winter quarter. 9-10, 2-3. Mrs. Burton.

6. PHYSICAL TRAINING 6, FOR WOMEN. 12 WEEKS.
Lectures and professional work as in courses 4 and 5. Exercises with wands and hoops, and military marching. Spring quarter. 9-10, 2-3. Mrs. Burton.

7. PHYSICAL TRAINING 7, 8, and 9. 12 WEEKS.
Organized for women only and the work is varied to meet the needs of the classes.

8. ATHLETICS FOR MEN. 36 WEEKS.
Conducted on the field, spring and fall, from 3 to 5, and indoors, winter quarter. 4–5. Mr. Teetzel. A class in swimming will be organized in summer. 11-12. Mr. Teetzel.

9. PUBLIC SCHOOL GYMNASTICS FOR WOMEN AND MEN. 8 WEEKS. Given summer quarter. 2–3. Miss Mann. No suit is required for this course.

10. TEACHERS' COURSE IN PHYSICAL TRAINING. 12 WEEKS. Course 10 may be taken after two courses of practical work. Structure of tissues, physiology of movement, effects of exercise on the vital organs, exercise in its relation to growth, place of physical training in education, system of physical training, etc., are studied and discussed, pupils having practice in arranging lesson plans and teaching them under supervision.

11. TEACHING.

By arrangement with the superintendent of the training school, students who are especially qualified for the work are sometimes permitted to do half of their prescribed teaching in the gymnasium, under supervision of the teachers of the department.

Psychology and Education

COLLEGE ELECTIVES

1. PSYCHOLOGY 1. 12 WEEKS.
   Elementary work. Text: *Titchener's Primer of Psychology*. Fall, spring, and summer quarters. 8–9, 9–10, 10–11, 11–12. Rooms 26 and 27. Prof. Laird, Prof. Shank.

2. PSYCHOLOGY 2. 12 WEEKS.
   Complete text, besides taking the following subjects in child study: imitation, suggestion, habit, play, moral and will training, fatigue, sensory and motor training, and adolescence. Text: *Titchener's Primer of Psychology*. Fall and winter quarters. 8–9, 9–10, 10–11, 11–12. Rooms 26 and 27. Prof. Laird, Prof. Shank.

3. HISTORY OF EDUCATION 1. 12 WEEKS.
   A study of pre-Christian education. Students are required to take but one course. The other, however, may be elected. Either course may be selected, but must be preceded by the courses in psychology and general method. Text: *Davidson's History of Education*. Fall, winter, and spring quarters. 8–9. Room 26. Prof. Shank.

4. HISTORY OF EDUCATION 2. 12 WEEKS.
   The history of modern education. Text: *Davidson's History of Education*. Fall, winter, spring, and summer quarters. 2–3. Room 26. Prof. Shank.

5. SCHOOL SUPERVISION. 12 WEEKS.
   A study of the history and problem of supervision: (1) the qualification of the superintendent; (2) his relation to the board of education, teacher, children, and the community; (3) the functions of the superintendent as the executive officer of the board and as a supervisor; (4) professional ethics. The course is designed for such as are to enter the schools as superintendents and principals. It is

elective and must be preceded by psychology and history of education. Spring quarter. 10–11. Room 26.

6. SOCIOLOGY. 12 WEEKS.
Elementary work. Text: *Gidding's Elements of Sociology*. Winter quarter. 10–11. Room 26.

7. GENERAL METHOD. 12 WEEKS.
Prerequisites—psychology 1 and 2. The purpose of this course is to give as broad a knowledge as possible of the fundamental principles in teaching. Especial attention is given to the following subjects: the various aims and meaning of education; educational values and the common school course; a careful investigation of the principle of apperception and its application to school-room instruction; a study of interest and its educational value; investigation and discussion of the various theories of concentration; the "culture epoch" theory in its relation to interest and concentration, with criticisms; a critical study of the inductive-deductive process of teaching; a series of library studies and essays upon the art of questionng, object lessons, environment and heredity, promotions and classification, and other subjects of a similar nature. Summer quarter. 11–12. Fall quarter. 8–9. Winter quarter. 8–9. Spring quarter. 8–9, 9–10, 10–11, 2–3. Prof. Roberts, Prof. Laird, and Prof. Shank.

8. PRIMARY METHODS. 12 WEEKS.
Prerequisites—psychology 1 and 2. The number taking the course will be limited. The course will be confined to a study of the special methods of instruction employed in primary reading, language, nature study, and sense training. Fall, winter, and spring quarters. 4–5. Room 25.

9. CHILD STUDY. 12 WEEKS.
Prerequisites—psychology 1 and 2. This course will be open only to those who are taking the kindergarten-primary work.
A brief history of the child study movement, the methods employed, and a study of the physical and mental devel-

opment of the child, constitute the main lines of work. Fall and winter quarters. 11–12. Room 25. Prof. Roberts.

10. KINDERGARTEN 1. 12 WEEKS.
Prerequisite—psychology 1. Kindergarten gifts, 1, 2, 3. Hand work—clay modeling, sewing, slat interlacing, weaving, folding. Study of Froebel's Mother Play Book. Songs and games. Fall and winter quarters. 2–3. Kindergarten room. Miss Stowe.

11. KINDERGARTEN 2. 12 WEEKS.
Prerequisite—kindergarten 1. Kindergarten gifts, 4, 5, 6. Hand work—geometrical folding, free hand cutting, school of cutting, intertwining. Continue study of Froebel's Mother Play Book. Songs and games. Winter and spring quarters. 1–2, 2–3. Kindergarten room. Miss Stowe.

12. KINDERGARTEN 3. 12 WEEKS.
Prerequisites—kindergarten 1, 2. Kindergarten gifts, 7, 8, 9, 10. Hand work—color work, card board modeling, baskets and braided work with florist's fiber, willow basket weaving. Continue study of Froebel's Mother Play Book. Songs, games, and stories. Fall and spring quarters. 1–2. Kindergarten room. Miss Stowe.

Reference books used:

Education of Man.—Froebel.
Pedagogics of Kindergarten.—Froebel.
Symbolic Education.—Blow.
Froebel's Education Laws.—Hughes.
Psychology of Froebel's Play Gifts.—Snider.

Training School

PURPOSE AND PLAN

The leading purpose of this school is to afford an opportunity to the student for both observation and practical work in the school room. It is here that theory and practice meet, and consequently the work in this department should test in a very large measure the ability of the teacher to do successful work in the public schools of the state. As far as possible the aim is to make the school fulfill a double function in being both a model and a training school. An attempt is made to keep abreast of the times in all that pertains to the interests of the children who constitute the school. Special attention is given to planning and execution, the keeping of school records, and the general management of a grade room. All work is done under the immediate supervision of expert critic teachers and under the general direction of the superintendent who is the executive of the department.

The course of study is continuous through kindergarten, primary, intermediate, and grammar grades, and the first year of high school work. While this school was established primarily for the purpose of training teachers, yet the principle is maintained that the interests of the pupil are the most important consideration; and it is believed that whatever advances the well being of the child best serves the purpose for which the school was created.

The pupils enrolled come from the city and surrounding country. Tuition is free to all and the school is gradually working toward the free text book system. At present, nearly all supplies are furnished in the lower grades; and, in the higher grades, pupils are required to furnish only such books as represent the more formal work.

All applications for admission of new pupils should be made at the office of the superintendent. Those entering from other schools will facilitate matters by bringing with them letters of transfer, records, or promotion cards.

Children are admitted to the kindergarten between the ages of four and six years, but cannot be admitted to the first grade before the age of six. Promotions will regularly take place three times a year at the opening of each school term, thus making it possible to begin the work of a grade in September, January, and April. By this plan, the system of promotion is made more flexible inasmuch as each grade contains three sections separated from one another in time by one third of the school year.

STUDENT TEACHING

All work in observation and student teaching must be done during the last or senior year of the course.

Owing to the present arrangement of the college year, the teaching quarters will be the fall, the winter, and the spring. *Carefully note the following:*

1. All students must have completed the courses in psychology 1, 2, and general method before entering upon the work of this department.

2. At least four of the fundamental teachers' courses in the common branches must be successfully passed, and all conditions and failures in academic or professional subjects vital to success must be removed before students are admitted for observation or teaching in the training school.

3. The number of student teachers doing work in the department during any one quarter will be limited to approximately one third the membership of the senior class; and on that account those contemplating teaching should classify with the superintendent of the training school before arranging for final classification elsewhere.

4. The amount of teaching and observation required will be two hours per day, during one quarter. Each of the hours in the training school counts the same as an academic subject and is entitled to as much time for outside preparation.

5. All assignments for work in the training school and changes in the same are made by the superintendent.

6. By special arrangement with the superintendent and the head of any college department, students may elect one-half of

their teaching in the preparatory department. Before this is possible, however, the student must first prove his ability as a teacher in the training school by completing one-half the required work in that department.

7. All students classifying for work in the training school must reserve the hour from 3 to 4 for criticism.

8. The work in the training school consists of teaching, observation, making subject and lesson plans, assisting the critic teachers in various ways, making written reports, attending critic and general meetings, and becoming familiar with the course of study and workings of the school.

HOURS FOR TEACHING

The hours in the training school are from 8:30 to 11 for the kindergarten, first, and second grades; and from 8:30 to 11:30 for the other grades. In the afternoon all grades except the kindergarten are in session from 1 to 3. The half hour before 9 and after 11 o'clock is reserved for critic teachers.

SUBJECT PLANS

In order that the work in the training school may be systematically planned and executed, the student teacher is required to make and submit subject plans based upon the scope or extent of the material included in the general notion involved.

The critic teacher will direct the time and manner for their use.

1. DIVISION.

   Divide the subject matter into certain logical parts or units, each one of which will require the time of one or more lessons. When possible, indicate references to text book.

2. AIMS AND RELATIONSHIP.

   State the aim contained in the general notion of the subject, and the same for each subdivision made. Show what connections exist between the subdivisions and how these relations are to be emphasized.

3. MATERIAL AND BIBLIOGRAPHY.

   Give a list of concrete material that you expect to use; such as maps, pictures, apparatus, and objects.

Give a list of books and articles, naming authors, title, and page that you expect to use in connection with the subject under consideration.

LESSON PLANS

For the more specific work of daily recitations, carefully prepared lesson plans in accordance with the general spirit of the natural steps of instruction are required from each student teacher.

As a lesson unit may sometimes require more than one recitation for its solution, it will often occur that one recitation will not show the full treatment of a topic through the series of five steps. One step may require the whole time of a single recitation. In the primary grades, abstraction and generalization should seldom be made prominent. We should rely largely upon the concrete facts for accomplishing the end in view.

Care should be taken not to attempt to cover too broad a field in the lesson plan. It should be carefully adapted to the age and ability of the pupils and enriched in content as conditions permit or require.

No attempts should be made to adapt the work of reviews to the steps of instruction as outlined.

1. THE AIM.
    1. State specifically what you expect to accomplish in this particular plan.
2. THE PREPARATION.
    1. The two main purposes of this step are to lay a foundation for the presentation of the new subject matter and to arouse attention and interest in the lesson of the day.
    2. Give definitely the material and method of this step.
3. THE PRESENTATION.
    1. Make a logical outline of the new subject matter to be presented.
    2. State the method to be employed in presenting the new material and the helps to be used in supplementing or illustrating the lesson; such as pictures, maps, objects, and other devices.

4. ASSOCIATION AND COMPARISON.
   1. What associations and comparisons will you make:
      a. Between essential points of the new subject matter?
      b. Between the new subject matter and knowledge formerly acquired?

5. GENERALIZATION.
   1. Make a statement of the general notion which has been developed in the preceding steps. The ease with which this statement is made by the pupils indicates in a large measure the success of the teaching up to this point.

6. APPLICATION.
   1. State what application you wlll make of this general notion:
      a. With reference to drill exercises in the text-book.
      b. In drawing, writing, modeling, experimenting, or other forms of expression.
      c. In suggesting future conduct or action.

OBSERVATION

One of the most important features of the work in the training school is the observation of the method and management of the schoolroom. Carefully prepared outlines are placed in the hands of the student teacher in accordance with which written reports are made at various intervals under the direction of the superintendent and critic teachers. These outlines deal with the mechanical management of a grade and practical schoolroom psychology and child-study; such as attention and interest, discipline, perception and apperception, imagination, memory, imitation and habit, the lesson as a whole, together with a careful study and characterization of the individual children composing any given class.

At least once a week a carefully planned illustrative lesson is conducted by each critic teacher in the presence of the student teachers of the grade. A printed plan is placed in the hands of the student teachers and the criticism period of that day is devoted to a discussion of the plan, the method employed and results attained.

CRITIC TEACHERS

Each critic teacher has charge of a grade, devotes a part of her time to the teaching of the same, supervises the work of the student teachers, and observes and makes needed reports to the superintendent of the department.

The amount of teaching done by the critic varies as the interest and work of the school demand her personal efforts. For two weeks at the opening of each quarter, the instruction is exclusively in her hands. She does the teaching each day during the periods from 8:30 to 9 and 11 to 11:30, and is expected to take charge on an average of at least one class a day for the benefit of such student teachers as most need her assistance.

She has immediate charge of all the work of the student teacher in directing the making of subject and lesson plans, the work of observation, the writing of reports based on observations in the schoolroom, and the execution of plans. She meets her student teachers each day at three o'clock for the purpose of reviewing the work of the day, examining the lesson plans, instructing in method, and hearing and discussing reports of observation in child study.

SCHOOL EXERCISES

Chapel exercises are held regularly on Friday morning of each week in the training school assembly hall. These exercises consist of a simple devotional program supplemented each time with singing or speaking by the children from one or more of the grades.

Special programs appropriate to the occasion are given at Thanksgiving, Christmas, Washington's Birthday, Memorial Day, and at the close of the school year.

All of these exercises are public, and patrons and friends of the school are cordially invited to attend. Student teachers are especially welcome and are invited to join the children in the devotional part of the program.

ENROLLMENT OF CHILDREN

The enrollment of children for the year to April 1st, has been as follows:

Kindergarten,	54	Fifth grade,	31
First grade,	47	Sixth grade,	35
Second grade,	21	Seventh grade,	28
Third grade,	34	Eighth grade,	25
Fourth grade,	37	Ninth grade,	9
		Total	321

The Course of Study

The following outlines indicate in a measure the amount and kind of work attempted in the more important subjects of the course of study.

KINDERGARTEN

The kindergarten is the beginning or foundation of our entire system of work. Its principles continue throughout the course of study. The child's natural activities constitute the basis for all work and through the freedom of play his efforts are directed toward the higher purposes of life. The kindergarten seeks definitely to employ this natural activity between the years of babyhood and the school age. It strives to give a natural education, using natural forces to bring about natural activity. Richter says: "In children, it is the *mind* that is exercised in play; in the animal, the *body*."

In the kindergarten games, gifts, and occupations, the child reproduces the entire life about him, — the home life, the industrial life, and the civic life, — emphasizing always the interdependence of each for all and all for each.

The kindergarten circle encloses a small democracy where the weakest child has a right to develop according to nature's law and where the strongest is the fittest to serve.

The kindergarten furnishes the child with companionship of his own age and equal, and he gets his first lessons in citizenship that will develop into a practical brotherhood of man.

The kindergarten strives to work *with*, not *for* the child, to develop the whole child — his mind, body, and soul; for these are one in the early years of his life and to neglect one is to restrict the others. Coöperation, interdependence, self-reliance, and complete

respect for each little individuality are some of the key notes to the kindergarten social philosophy.

Reading

Among the more important aims in teaching reading are to have the children gain power in extracting thought from the printed page, to increase the vocabulary, to increase the moral development, to cultivate a lasting taste for good literature, and to train the voice.

The reading should be both intensive and extensive. While some of the exercises should be carfully analyzed in order that the child may grasp the meaning in its parts as well as a whole, yet at times the reading should proceed with few interruptions that the pupil may enter into the spirit of the author.

The material read should frequently have some connection with history, nature study, geography, and other school subjects.

Much emphasis should be laid upon having the children form clear mental pictures of the selections read; for upon the success of this depend natural expression, interest, and a love for literature.

Children should be required to memorize choice selections of prose and poetry. Care is needed in not exacting too much at a time, but with discretion the child will come to delight in this kind of work and it becomes a source of the very best culture.

Do not attempt to accomplish too many things in a single recitation. Keep at one thing for several days until some improvement is noticed; but, at the same time, care must be exercised to have enough of variety so that the interest will not fail.

Children should frequently hear good reading by the teacher or by the very best readers in the class in order that the spirit of the same may leave its impression. Frequently, also, the teacher may tell enough of the story to be read so that interest will be aroused and the child's own activities stimulated.

First Grade

BASAL READERS.

Cyr's Primer and Cyr's First Reader.

METHOD.

Combination of the word, sentence, and phonic methods. Blackboard work in the form of script lessons predominates during the first half year. Reading at first is based upon the child's experience and the child should largely be the author of expressions used.

PHONICS.

Consonant sounds.
Simple vowel sounds.
Children learn to recognize classes of words which contain the same syllabic elements, as *at*, *cat*, *mat*, etc.
No diacritical markings used in this grade.

SUPPLEMENTARY READING.

"Stepping Stones to Literature", No. 1.
The Finch Primer.
Child Life Primer.
Beckwith's "In Mythland."
"Lights to Literature," No. 1.
Summers' "Thought Reader," Book 1.
Nelson's "Science Reader."
Beebe's "First Year Nature Book."
Bass's "Beginner's Reader."
Norton's "Heart of Oak," No. 1.
Thompson's "Fairy Tale and Fable."

Second Grade

BASAL READERS.

Baldwin's First Reader and Cyr's Second Reader.

METHOD.

Drill on new words should precede each lesson. Care should be taken that the children grasp the thought and feeling of a sentence before attempting to give it vocal expression.

PHONICS.

Review the simple vowel and consonant sounds taught in the first grade.
Introduce the simple diacritical marks used to indicate these sounds.

Teach *a* as in *arm* and *a* as in *all*.
Teach *e* as in *there* and *e* as in *prey*.
Teach the endings *sion* and *tion*.
Give especial attention to the sound of *wh* as in *why* and to the endings *ed* and *ing*. Continue the study of recognizing classes of words which contain the same syllabic element.

SUPPLEMENTARY READING.

"Stepping Stones to Literature," No. 2.
Lane's "Stories for Children."
Holbrook's "The Hiawatha Primer."
Carroll's "Around the World," No. 1.
Johnnot's "Cats and Dogs."
Ford's "Nature's Byways."
"Seaside and Wayside," No. 1.
Bass's "Plant Life."
Grimm's "Fairy Tales," Part 2.
Strong's "All the Year Round," Spring.
Strong's "All the Year Round," Summer.

Third Grade

BASAL READERS.

Baldwin's Second Reader and Cyr's Third Reader.

PHONICS.

Review and continue the work of preceding grades. Use diacritical marks for helps in learning new words.
Teach *a* as in *ask* and *a* as in *was*.
Teach *e* as in *her*.
Teach *i* as in *machine*.
Teach *o* as in *son* and *o* as in *wolf*.
Teach the dipthongs where two vowel sounds are pronounced in one syllable and when only one vowel is sounded.
Teach the division of words into syllables.

As a rule, the teacher should lead pupils to determine all new words for themselves making phonics one of the means to this end.

SUPPLEMENTARY READING.

"Stepping Stones to Literature", No. 3.
"Old Greek Stories."

Mrs. McMurry's "Robinson Crusoe."
Andrew's "Seven Little Sisters."
Frye's "Brooks and Brook Basins."
Bass's "Animal Life."
Johonnot's "Friends in Feathers and Fur."
Norton's Heart of Oak", No. 2.
Strong's "All the Year Round," Autumn.
Strong's "All the Year Round," Winter.
Scudder's "Fable and Folk Stories."

Fourth Grade

BASAL READERS.

Baldwin's Third Reader and Cyr's Fourth Reader. (Omit difficult selections.)

PHONICS.

Review and put into practice the work in phonics of the preceding grades.
Drill upon special endings *cean*, *cian*, *cial*, *tial*, *geous*, and *gious*.
Continue work of dividing words into syllables and emphasize distinct enunciation.
Begin use of dictionary.

SUPPLEMENTARY READING.

"Stepping Stones to Literature," No. 4.
Carroll's "Around the World," No. 2.
Baldwin's "Old Greek Stories."
Longfellow's "The Children's Hour."
Andersen's "Fairy Tales."
Baldwin's Fifty Famous Stories Retold."
Eggleston's "Stories of American Life and Adventure."

Fifth Grade

BASAL READERS.

Baldwin's Fourth Reader and "Stepping Stones to Literature," No. 5.

SUPPLEMENTARY READING.

Hale's "Tales from Munchansen."
Lamb's "The Adventures of Ulysses."

Norton's "Heart of Oak," No. 3.
Hawthorne's "Tanglewood Tales."
Hawthorne's "Wonder Book."
Hawthorne's "Grandfather's Chair."
Sewell's "Black Beauty."
Kingsley's "Water Babies."
Eggleston's "First Book in American History."

Sixth Grade

BASAL READERS.

Baldwin's Fifth Reader and "Stepping Stones to Literature," No. 6.

SUPPLEMENTARY READING.

Hawthorne's "Daffydowndilly and Other Stories."
Longfellow's "Hiawatha."
Guerber's "Stories of the Romans."
Norton's "Heart of Oak," No. 4.
Ruskin's "King of the Golden River."
"Gulliver's Travels."
Andrew's "Ten boys on the Road from Long Ago to Now."
Francillon's "Gods and Heroes."

Seventh Grade

Longfellow's "Evangeline."
Longfellow's "Courtship of Miles Standish."
Lowell's "Vision of Sir Launfal."
Guerber's "Stories of the English."
Irving's "Sketch Book." (Selections).
Burrow's "Birds and Bees."
Whittier's "Snow Bound."
Norton's "Heart of Oak," No. 4.
"World Readers."
Johonnot's "Ten Great Events."
Hawthorne's "True Tales from American History."
Burrough's "Sharp Eyes and Other Papers."

Eighth Grade

Shakespeare's Julius Cæsar" and "Merchant of Venice."
Scott's "Lady of the Lake."
Coleridge and Burns — Selections.

Dicken's "Christmas Carol" and "Cricket on the Hearth."
Warner's "A Hunting of the Deer."
Scudder's "Washington."
Hughes' "Tom Brown at Rugby."
Hale's "Man Without a Country."

Elementary Science

First Grade

CENTRAL FALL THOUGHT

PREPARATION FOR WINTER THROUGH BODILY PROTECTION, BY ANIMALS AND PLANTS.

Study of live cat and shepherd dog, as to simple structure, habits, adaptations, and bodily covering. Comparison. Similar work upon sheep. Properties of wool.
Horse-chestnut tree; form, size, parts, trunk, boughs, twigs, leaves, buds, and nuts.
Falling of leaves. Advantages.
Moth larvæ and cocoon formation observed.
Properties of silk and leather.
Departure of birds.
An evergreen (pine?), as horse-chestnut above. Comparison.

WINTER THOUGHT

MAN'S PROTECTION AGAINST WINTER'S COLD.

Clothing, shoes, shelter. Industries represented.
Primitive clothing and shelters. (Skins and barks.)
Snow and its uses to Nature.
Children of the snow; their homes, clothing, and habits.
Skin, hair and nails; their uses and care.

SPRING THOUGHT

NATURE'S AWAKENING.

Familiar seeds and their germination.
Sprouting of horse-chestnuts and rearing of young trees.
Development of buds into leaves and flowers.
Return of the birds.
Butterflies and moths.
Study of the cow; simple structure, habits, and food.

Importance to man.
Horse for comparison.
Throughout the year daily observations upon sun, moon, winds, clouds, rain, snow, dew, frost, fog, etc. Cardinal points. Weather following cardinal winds. Inferences. General record of fair and cloudy weather, rain, or snow.

Second Grade

FALL THOUGHT

PREPARATION FOR WINTER THROUGH STORAGE OF FOOD.

Study of live rabbit: structure, habits, adaptation, food.
Disadvantages from failure to store food.
Carrot, turnip, parsnip, and cabbage; food storage in root and leaf.
Live squirrel, as with rabbit. Comparison.
Storage of nuts and consequent advantages.
Study of oak, hickory, and walnut as in first grade.
Storage of food in nuts.
Storage of starch in corn, wheat, oats, etc.
Properties of starch, including solubility and iodine test.
Solubility and recovery.

WINTER THOUGHT

USE OF STORED FOOD BY MAN.

Identification of starch in various foods. Solubility in hot water.
Develop necessity for cooking.
Primitive methods of cooking and fire making.
Properties of flint, and use by primitive man.
Develop necessity for cracking and grinding grains.
Primitive and modern mills.
Conversion of starch into sugar in the mouth.
The teeth as a mill, shapes, use, and care.
Hygiene of eating.

SPRING THOUGHT

USE OF STORED FOOD BY PLANTS THEMSELVES.

Germination with reference to use of food in seeds; corn, wheat, peas, etc.
Conversion of starch into sugar. Barley.

"Culture fluid" experiments to develop uses of root.
Indoor growth of carrots, turnips, parsnips, sweet and Irish potatoes to show use of stored food.
Collection and examination of maple sap. Recovery of sugar.
Study of hard and soft maples, with discovery of function of flowers.
Indoor and outdoor vegetable and grain gardens.
Comparison of unripe and ripe fruits as to presence of starch and sugar.
Weather study of first grade continued and extended.

Third Grade

FALL THOUGHT

BROADENED IDEA OF GATHERING AND STORING. THRIFT.

Grasshopper studied afield and indoors as to structure, habits, adaptation to environment, food, and enemies.
General shiftlessness of the insect and consequences.
Hive bee studied as above and compared.
Observation hive in schoolroom.
Community life and food storing.
Study of wax, comb, propolis, and honey.
Nasturtium, with meaning of its shape, markings, structures, odor, color, and nectar.
School and savings bank.

WINTER THOUGHT

MAN'S PREPARATON FOR WINTER THROUGH HEAT.

Principal properties of carbon in charcoal, coal, graphite, etc.
Discovery of carbon in common foods and fuels; in candle, lamp, and gas flames.
Conditions necessary for combustions; evolution of heat.
Warming of school and home.
Evaporation and condensation. (Clouds and precipitation).
Expansion of solids and liquids by heat. (Thermometer).
Expansion of air by heat. (Air currents).
Union of carbon and oxygen in the body. Respiration.
Organs of respiration. Ventilation.

SPRING THOUGHT

MUTUAL DEPENDENCE AND HELPFULNESS.

Study of bee continued. Rearing of young. Life history. Hive secrets; treatment of queen, drones, ventilation, cleanliness, swarming.

Study of ant in the schoolroom for comparison.

Butterflies and moths.

Cross fertilization and advantages to plant; clover, peas, locust, horse-chestnut, catalpa, etc., etc.

Study of the weather should include reading of thermometer, and simple individual records may be kept.

Fourth Grade

Study of the common forest trees of the vicinity with reference to characteristic form, size, environment, soil, bark, branching twigs, leaves, and fruits.

Study of their woods; color, hardness, grain, specific gravity, elasticity, strength; relative igniting points, amount of ash, etc.

Uses of the different woods.

School collection of various woods, bark, leaves and fruits.

Distribution over the state.

Fresh water mussels in a large tank in the schoolroom.

Parts of valves, foot, locomotion, siphons, currents, mantle, gills, mouth palpi, muscles.

Internal structure of valves, layers, pearls, action with acid.

Properties of carbon dioxide gas by experiment.

Oyster for comparison with mussel.

Limestone as a product of shell (and coral) formation.

Properties, varieties, and uses. Distribution. (Calcite, marble, chalk, tufa, etc.)

Other economic rocks and minerals of the state. (Sandstone, gypsum, coal, salt, iron ores).

Magnetite (lode stone), magnetism, compass.

Simple crystal forms, manufacture of artificial crystals.

Physical properties of compact bone.

Compare with minerals and woods studied.

Destruction of organic matter in bone by burning. Properties.

Destruction of mineral matter with acid.

Conclusions in regard to composition.
Slender bones soaked in acid. Properties.
Examination of bones of both young and adult animals.
Hygiene of bones.
Identification of common trees of vicinity.
Study of water and land snails; shell and soft parts.
Meteorology throughout the year. Use of shadow-stick and sun-dial.
Measurement of rain-fall and snow. Types of clouds. Summaries.

Fifth Grade

Study of water as a typical liquid. Relation to ice; to steam. Pressure at same level; at different levels. Buoyant power. Diffusion. Solution. Evaporation. Relation to animal and plant life. Natural bodies of water. Brief study of the effects of running water. Water animals compared with land animals. Water compared with other liquids. Relation of heat to change of state.
Brief study of air as a typical gas. Gaseous diffusion. Relation of air to plant and animal life. Relation to combustion. Weight, pressure, buoyant power of the air (observed, not fully explained). Air currents. Winds, force and direction; continnous observation.
Study of combustion and heat. Combustion with flame; without flame. Special study of flame. Kindling temperature. Products of combustion. Test for carbon dioxide. Fuels. Expansion of solids; of liquids; of gases. Thermometer and its construction; rules for use. Daily observations for the year.
Study of crayfish—compare with crab and lobster.
Study of the muscular system—composition, structure, function, hygiene.
The moon and its phases studied largely from directed observation.
Acids, alkaline, and neutral liquids illustrated by vinegar, sulphuric acid, lye, ammonia, water. Neutralization of acid; of alkali. Souring of milk. Making of vinegar.

Sixth Grade

Study of motion. Call attention to movements of various bodies. The cause of motion. Motion as related to position. First law of motion.

Direction of motion. Effect of several forces acting simultaneously. Second law of motion.
Action and reaction. Relation of one to the other. Third law of motion.

Distinguish between impulsive and constant force. Effect upon the velocity of motion produced by each. Effect of resistance upon motion. Effect of resistance upon the path of projectiles. Conditions necessary to move a body in a circle. Centrifugal force. Centripetal force.

Vibratory motion. Sound.

Study of the earth in its real relation to sun, moon, and to other planets.

Recognition of stars and constellations.

Study of the respiratory and circulatory systems.

Continued study of the neighborhood. Mineral contents of the "drift" roughly classified. Soils and their origin. Relation to vegetation; to animal life. Visits to sand-pits, marl-beds, ore-beds, etc., and to deep cuttings in the drift. Visits to accessible neighborhood industries; gas plant, railway power house, etc. Relation to community life.

Special study of iron. Ores of iron. Reduction of these ores. Forms of iron. Uses. Relation to industrial progress.
Special study of the frog from the egg to mature form.
The frog compared with the toad.
Atmospheric moisture. Evaporation.
The origin and distribution of atmospheric moisture. Saturation. Dew point. Fog. Clouds. Cloud forms and colors of clouds. Motion of clouds compared to direction of surface winds. Dew. Frost. Rain. Hail. Snow.

Daily observations with thermometer, wind vane, and barometer. Climate. Weather maps. Isotherms. Isobars. Relation of climate to plant and animal distribution.

Seventh Grade

Properties of matter including divisibility, impenetrability, porosity, elasticity, indestructibility, compressibility, density, and inertia.

Distinguish between physical and chemical properties of matter.

Attraction. Magnetic and electrical attraction; adhesion, capillarity, cohesion, and gravitation. What is weight? Equilibrium? The simple machines as examples of equilibrium.

Pendulum. Why it moves, rate of oscillation, etc.

Study of the digestive system.

Study of the nervous system elementary with especial reference to the organs of special sense. Narcotics.

Continue the study of solar system and stars. Learn to recognize the more important constellations and their changing places in the heavens. Daily motion and annual motion. The sun's path. Locate as many planets as possible with reference to the constellations. Note their direct and retrograde motions.

Special study of birds which frequent the neighborhood. Life history and relation to environment—food, habits, movements. Relation to man—structure and comparison. Song and flight. Plumage. Begin classification.

Begin this study of birds with some special type, as the robin or pigeon and use this as a basis for comparison. Compare food, length of leg, bill and power of flight of one type with other well known birds. Show that organs of locomotion are related directly to kind of food and that birds can be classified accordingly.

Make use of literature along this line and strive to develop a love for the bird world.

Eighth Grade

A review and study of physiology by means of an elementary text in the hands of pupils.

A study of light with Woodhull's elementary text in the hands of pupils. The work is done exclusively by the laboratory method.

History

The course follows the natural development of social life. It takes up in the first phase the consideration of a small social group, as the family, in which the industrial forces are especially active. In the second phase the group becomes more complex and the activities more varied. In the third phase the group studied is the political state with its five-fold activities. In working out the course details can be varied or omitted, but the order of presentaion must remain the natural order of development.

THE PRIMARY GRADES

The work of these four years is characterized by the same thought — consciousness of group life, reached by the use of historical forms, either actually or in counterpart, already familiar from daily use. It deals with the sense-phase and the closely related representative phase of history. The first and second years use the same historical group—the family. In the third year a new group, which serves as the basis for two years' work is introduced — the community.

The Kindergarten

The first step strives for consciousness of the social whole and accustoms the child, by sharing in play and work, to enter into group activity.

The material for this step will include all the work of the kindergarten which is based upon, and carries out, this idea. See work as there outlined.

First Grade

The second step discovers the group as composed of individuals, each in relation to the whole, and subject to control. Authority is seen in the personal head. Individual activity begins to appear in the group.

MATERIAL FOR FIRST AND SECOND STEPS.

1. Everything in the family-school which makes up the child's social experience.
2. All material which may be used to show social life, as food or occupation.

3. Typical historical families: Hebrew, Aryan, later Greek or Roman, Mediæval.
4. Historical persons in the family.
5. Summarized in a review of present life.

Second Grade

The special work of the second year is intensive and seeks more definite notions of sharing, authority, activity. Common interest limits the individual and works toward the control of his activity.

MATERIAL FOR THE THIRD STEP.

1 and 2 as above.
3. The family and school as typical groups.
4. Typical historical families: the peasant and lord, same type in Canada, in Michigan, the colonial families, pioneers.
5. Historical persons connected with special times.
6. The summarized review enriched by all the study.

Third Grade

The work here strives for the significance of community—mutuality, opportunity, protection. The "wish of the many," common interest, makes constant appeal to individual activity.

MATERIAL FOR THE FOURTH STEP.

1. The school-community, work, games, exercise, etc.
2. Business, barter, exchange, buying, selling, market, money, etc.
3. Historic communities: early Greek, early Teutons, Saxons in England.
4. Community heroes connected with special days.
5. Home, city or village.

Fourth Grade

The work of the fourth year discovers the need of definite authority for the protection of common interest, works out a means for its exercise, and fixes a standard of community right. Individual activity is seen conditioned upon group activity.

MATERIAL FOR THE FIFTH STEP.

1 and 2 as above, extended.

3. Historic communities pushing into new lands; sea rovers; in France, the castle life; in Canada, landlord and peasant; French in Detroit; French in the Mississippi valley; the old missions.
4. Heroes and adventurers.
5. Review of present community, especially the industrial side.

THE GRAMMAR GRADES

From this point the study works away from type conditions toward type movements. The community becomes the state; the activities build institutions, the movements appearing as successive changes in time, show the law of cause and effect; progress makes its record in customs, laws, institutions. At each step the effort is made to realize ideas in the actual school group.

Fifth Grade

This grade makes a study of the self-governing colony-communities. The condition of institutional life as discovered is constantly compared with the present.

MATERIAL.

1. The American colonies. A typical colony from each group is studied, but if conditions allow, the work may be extended. 2. The community of Athens 500 B. C. —400 B. C. (a) The city, its business, amusements, industries, festivals, buildings, etc. (b) What the great men did. (c) Things which the state did.

Sixth Grade

The sixth grade makes a study of a period of growth in state organization and its included institutions.

MATERIAL.

1. The Roman Republic, (a) the people found their place in the state, (b) the state helped the poor, (c) the state made laws, (d) the state gained lands and peoples, (e) the men who tried to make things better, (f) three men who got too much power. 2. The Roman Empire. (a) how it was made, (b) the great emperors and what they did, (c) the church that grew up in the empire, (d) the Teutons who

made little states in the empire. The story of Karl, the great, the strong-handed king, who wore the Roman crown, and how he kept his kingdom in order (conditions for feudalism).

Seventh Grade

The seventh grade makes a study of social conditions and movements while the strong kings ruled.

MATERIAL.

1. The strong men who were overlords. 2. The crusaders and knights. 3. The new times, (a) inventors, (b) discoverers, (c) artists, (d) preachers. 4. The people who resisted the strong kings. (This work from lack of suitable books has been confined to the revolt of the English colonies in America).

Eighth Grade

The eighth grade makes a study of the self-governing state. The people constitute the state and share in the government. Inalienable right is protected by law under which is the most perfect liberty.

MATERIAL.

The constitutional government of the United States. The work is based upon a text in American history.

Geography

The work in nature study during the first two years of school should form the basis for the geography of the succeeding grades.

Third Grade

Agricultural, manufacturing, commerce, educational and social interests, government, mathematical relations, maps and mapping, physical relations.

Fourth Grade

1. GLOBE LESSONS.

   Form, size, surface. Movements, zones, latitude, longitude. Land and water forms.

2. PRELIMINARY STUDY OF CONTINENTS.

   As to position, surface, drainage, climate, typical occupations, and products.

3. GENERAL STUDY OF NORTH AMERICA AND UNITED STATES.

4. SPECIAL STUDY OF MICHIGAN.

Fifth Grade

Complete study of North America and United States and their dependencies in detail in all geographic relations.

Sixth Grade

Physical study of South America, Europe, Asia, and Africa. Comparative review of the five continents.

Seventh Grade

Study of Europe and all European dependencies, especially as regards their relation to the United States.

Arithmetic

The training in elementary mathematics should first of all emphasize accuracy and then aim for a reasonable degree of rapidity. The language should receive careful attention and clear, concise, and direct statements should be insisted upon.

Original work should become a feature of grade arithmetic in that the children should have the opportunity to make problems from actual measurements and transactions. Blank forms employed in practical business should be handled and used by the pupils.

Avoid long, complicated problems and seek expertness with small numbers, such as come within the experience of the children.

Much teaching should characterize the recitation period. Too much working of examples at the board, or on paper at the seats leads to mechanical and minimizes real thought work.

Clear written statements leading to the solution of the problems should be emphasized from the fifth to the eighth grade inclusive.

As a rule, at least one-third of the recitation period should be given to oral work.

Constructive work in geometry and simple equations in algebra constitute a part of the exercises in and above the fifth grade.

Employ the greater part of the time below the sixth grade in actual solution of problems instead of devoting efforts to stilted analyses and explanations.

Constant reviews in the fundamental operations and processes already studied are absolutely necessary in order to accomplish the aims of the course.

First Grade

Sense training constitutes the major part of the so called number work in this grade. Exercises are given to develop accuracy and rapidity of judgment through sight, touch, and hearing and the child is led to recognize definite relations.

The basis for this work is Speer's Primary Book for Teachers.

Second Grade

Continue the sense training of the first grade with Speer's Primary Book for Teachers as a partial basis.

All work should be based on actual measurements and concrete development.

Teach and drill upon the forty-five facts in addition and subtraction.

Teach the four operations to 24.

Teach the rapid addition of columns of units.

Teach the addition of units, tens, and hundreds where the sum of each column does not exceed 9.

Teach subtraction of units, tens, and hundreds where each figure in the minuend is greater than the corresponding figure in the subtrahend.

Teach the meaning of signs +, —, ×, ÷, =.

Develop the tables of liquid measure, dry measure, linear measure, weight, time, and money as far as they come within the experience of the children.

Teach the fractions ½, ¼, ⅓, ⅛, ⅙.

Teach figures, Roman numerals, and names of numbers to 100.

Third Grade

Basis of work: Walsh's Primary Arithmetic, Chapters I, II, and III.

Teach notation and numeration as far as the fifth order.

Teach Roman numerals as far as five hundred.

Teach multiplication and division facts up to and including the table of 10's.

Teach written addition, including carrying.

Teach written subtraction, including cases where figures in minuend are larger than the corresponding figures in subtrahend.

Teach written multiplication, including carrying, when multiplier consists of one figure only.

Teach short division, including carrying, when divisor consists of one figure only.

Review and complete development of tables begun in second grade.

Emphasize rapid drills in addition and subtraction.

Fourth Grade

Basis of work: Walsh's Primary Arithmetic, Chapters IV and V.

Review and teach notation and numeration as far as the ninth order.

Teach Roman notation as far as 10,000.

Complete teaching multiplication and division facts as far as 144.

Teach long division, the divisor not to exceed two figures.

Teach multiplication when multiplier contains two or more figures.

Teach addition and subtraction of easy mixed numbers.

Teach multiplication when multiplier is a mixed number.

Review and drill upon tables of measure.

Emphasize drill work in the four fundamental operations.

Employ the greater part of the time below the sixth grade in actual solution of problems instead of devoting efforts to stilted analyses and explanations.

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Second Grade

Continue the sense training of the first grade with Speer's Primary Book for Teachers as a partial basis.

All work should be based on actual measurements and concrete development.

Teach and drill npon the forty-five facts in addition and subtraction.

Teach the four operations to 24.

Teach the rapid addition of columns of units.

Teach the addition of units, tens, and hundreds where the sum of each column does not exceed 9.

Teach subtraction of units, tens, and hundreds where each figure in the minuend is greater than the corresponding figure in the subtrahend.

Teach the meaning of signs +, —, ×, ÷, =.

Develop the tables of liquid measure, dry measure, linear measure, weight, time, and money as far as they come within the experience of the children.

Teach the fractions ½, ¼, ⅓, ⅙, ⅙.

Teach figures, Roman numerals, and names of numbers to 100.

Third Grade

Basis of work: Walsh's Primary Arithmetic, Chapters I, II, and III.

Teach notation and numeration as far as the fifth order.

Teach Roman numerals as far as five hundred.

Teach multiplication and division facts up to and including the table of 10's.

Teach written addition, including carrying.

Teach written subtraction, including cases where figures in minuend are larger than the corresponding figures in subtrahend.

Teach written multiplication, including carrying, when multiplier consists of one figure only.

Teach short division, including carrying, when divisor consists of one figure only.

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Teach multiplication when multiplier contains two or more figures.

Teach addition and subtraction of easy mixed numbers.

Teach multiplication when multiplier is a mixed number.

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Teach the four operations to 24.

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Develop the tables of liquid measure, dry measure, linear measure, weight, time, and money as far as they come within the experience of the children.

Teach the fractions ½, ¼, ⅓, ⅕, ⅙.

Teach figures, Roman numerals, and names of numbers to 100.

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Basis of work: Walsh's Primary Arithmetic, Chapters I, II, and III.

Teach notation and numeration as far as the fifth order.

Teach Roman numerals as far as five hundred.

Teach multiplication and division facts up to and including the table of 10's.

Teach written addition, including carrying.

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Fourth Grade

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Review and teach notation and numeration as far as the ninth order.

Teach Roman notation as far as 10,000.

Complete teaching multiplication and division facts as far as 144.

Teach long division, the divisor not to exceed two figures.

Teach multiplication when multiplier contains two or more figures.

Teach addition and subtraction of easy mixed numbers.

Teach multiplication when multiplier is a mixed number.

Review and drill upon tables of measure.

Emphasize drill work in the four fundamental operations.

Fifth Grade

Basis of work: Walsh's Grammar School Arithmetic, Book I, Chapters VI and VII.

Review notation and numeration.

Teach reduction, addition, subtraction, multiplication, and division of fractions.

Teach federal money.

Teach denominate numbers.

Teach notation and numeration, addition, subtraction, multiplication, and division of decimals.

Teach factoring, greatest common divisor, and least common multiple.

Teach simple measurements.

Teach bills.

Emphasize rapid oral work throughout the year.

Sixth Grade

Basis of work: Walsh's Grammar School Arithmetic, Book I, Chapters VIII and IX.

Review the principles of common fractions and their application to practical problems.

Review and complete the study of decimals.

Review and complete the study of denominate numbers.

Continue simple and practical measurements, including surface and volume.

Teach the simpler and more practical forms of percentage and interest.

Continue the study of bills.

Emphasize rapid oral work throughout the year.

Seventh Grade

Basis of work: Walsh's Grammar School Arithmetic, Book II, Chapters X, XI, XII, and XIII.

Teach simple algebraic equations in connection with work in percentage and interest.

Teach simple percentage, profit and loss, interest including partial payments, bank discount, and commercial discount.

Continue work of preceding grades in measurements of surface and volume.

Teach longitude and time.

Teach square root and its applications.

Teach ratio and proportion.

Emphasize short methods, reviews, and approximations, together with rapid oral work throughout the year.

Eighth Grade

Basis of work: Walsh's Grammar School Arithmetic, Book II.

Review simple principles of percentage and teach partnership, discount of interest bearing notes, stocks and bonds, compound interest, exchange—domestic and foreign, bills of exchange, present worth, and true discount.

Continue work on mensuration as applied to surfaces and volumes.

Continue study of algebraic equations involving two and three unknown quantities. Teach addition, subtraction, multiplication, and division of algebraic quantities including the removing of parentheses.

Make a simple study of concrete geometry, involving construction, applications, and mensuration.

Review the leading processes in arithmetic by means of miscellaneous problems.

Language

The correct use of language is not to be taught so much by special lessons as by the proper correlation of language with all subjects of study in each grade. One of the dangers of formal language lessons is that teachers regulate all language instruction to some particular hour in the day's program. It should never be forgotten that the surest test of clear and definite understanding in any sub-

ject is the ability to express the thought clearly in speech or in writing. In this sense reading, arithmetic, geography, nature study, etc., should all be laid under contribution to instruction in language. While the teacher should encourage spontaneity of expression and free play of thought and feeling, all errors in either oral or written reports should receive constant attention. There is no need for devising exercises in false syntax; prevailing errors in each grade will be sufficient as a basis for this work. Teachers should be on the alert for errors, and by persistent and repeated corrections from grade to grade help the child to acquire the *habit* of using pure English. This is the most important phase of method in all general language work.

First Grade

The language in this grade should be based largely upon nature study, history, and literature. The written work may consist in copying and dictation carefully supervised by the teacher in charge.

The following technical work should be covered during the year:

Use of capitals.
- Proper names.
- Names of the days of the week.
- Names of the months and of holidays.
- I and O.
- Beginning of every sentence.

Use of the period and interrogation point.

Use of "is" and "are," and "was" and "were," and other words as they appear and need attention.

Abbreviations Mr., Mrs.

Second Grade

Review work of first grade.

Use of capitals.
- First line of poetry.
- Names of the Deity.
- Names of months.

Use of apostrophe in contractions and in possessive forms.

Use of common abbreviations which need attention in this grade.

Teach the pupil's own address with correct punctuation.

Teach formation of possessives. Avoid special difficulties.

Use of to, too, two.

Distinction between use of *there* and *their*.

Simple dictation exercises.

Oral and written reproduction of stories, myths, and poems.

Stories based on nature study, literature, and history, the sentences being connected in thought.

Conversation lessons on pictures.

Memory gems.

Third Grade

Review work of previous grades.

Teach use of commas in dates and before a direct quotation; the period in dates and abbreviations.

Teach abbreviations A. M., P. M., M., Rev., Dr., P. S.

Plurals used in ordinary written work.

Contractions I'll, isn't, aren't, wasn't, didn't, doesn't.

Use of words may and can, got and have.

Oral and written reproductions from stories, myths, and poems.

Conversation lessons on pictures.

Letter writing.

Memory gems.

Fourth Grade

Review work of previous grades.

Capitalization of words river, mountain, street, lake, uncle, etc. when used with proper names.

Teach use of comma after word O, and in address. Use of exclamation point and hyphen.

Emphasize correct verb forms.

Written reproductions—margins and paragraphs.

Letter writing—correct forms.

Direct quotations and indirect quotations.

Distinction between synonyms commonly misused.

Emphasize correct use of pronouns.

Words often misused—who or whom.

Written reproduction of longer stories in connected discourse.

Memory gems.

Use of dictionary begun.

Fifth Grade

Review work of previous grades.

Emphasize correct use of capitals.

Teach use of comma in a series and after yes and no in an answer.

Composition work should be emphasized.

Homonyms in common use.

Formation and use of comparative and superlative degrees of adjectives and adverbs.

Letter writing, picture studies, oral and written reproduction of nature and history work.

Dictionary and word study.

Memory gems.

Sixth Grade

Written and oral reproductions based on science, geography, and history.

Interpretations and stories based on picture studies. Both written and oral work.

Hyde's "Practical Lessons in the Use of English" is used as a basis for the technical work.

Seventh Grade

Composition work based upon science, geography, history, and actual experiences of the children. Emphasize correct sentence structure, spelling, paragraphing, and use of words.

Hyde's Practical English Grammar" is used as a basis for technical work.

Eighth Grade

Composition work.

The Mother Tongue, Book II.

Music

GENERAL NOTES

The three points aimed at in this work are named in the order of their importance:

1. The cultivation of a clear musical tone for the speaking and singing voice.

2. The stimulating of a love for music in the child.

3. The cultivation of the ability to read music.

The simple exercises given the children for voice culture are all based on the effort to bring the bell-like (head voice, so called) quality of the child's high voice into his lower tones. The chief exercises used are:

a. 8, 7, 6, 5, 4, 3, 2, 1.
b. 8, 5, 3, 1.
c. 8, 5, 3, 5, 8, 5, 3, 5, 8.
d. 5, 4, 3, 2, 1, 2, 3, 4, 5.

These are vocalized by humming with nee, coo, loo, bell, and no, the syllable being repeated for each sound.

Note — When pitches are given, the octave starting on middle c is lettered with small letters as c or e; the pitches of the octave starting on the third space of the treble staff are lettered as follows: c′, d′, e′, etc.

First Grade

Exercises for the speaking voice tending to the use of higher tones; such as calling a child's name, using words in series with

rising inflection, as say, play, may, home, roam, foam, etc., little sentences in conversational style as "Good morning, sir."

EXERCISES FOR THE SINGING VOICE.

Exercise (a) — pitch 8 on d′, e′, f′, and g′; exercise (b) — pitch 8 d′ to g′ inclusive; exercise (c) — pitch 8 from c to g′ inclusive; exercise (d) — pitch 5 from b to g inclusive.

RHYTHM.

Use of drum, triangle, castanets, clapping and marching to stimulate feeling for rhythm.

During the first six months the tones of the tonic, dominant and sub-dominant triads are taught by imitation. The second six months, they are given in groups for reading as a preparation for the staff notation. Devices used are kindergarten balls, different objects, and the blackboard. The tonic sol-fa or numerical notation is employed.

Rote songs related to the seasons and language work. Range from d to g′.

Especial care is given to individual singing and to the training of monotone voices.

Second Grade

Exercises for the speaking voice.

Exercises for the singing voice, the exercises being given in the same pitches as in the first grade.

RHYTHM.

Exercises such as clapping in time to music. The discernment of different metres as applied to running, skipping, flying, marching, etc.

Tones of the tonic, dominant, and sub-dominant triads to be sung from dictation; teacher using scale names, pupils using syllables, no, coo, etc.

READING.

Four days per week from the blackboard, using tonic sol-fa or numerical notation; from the chart, using staff notation.

WRITING.

Occasionally from musical dictation.

Rote songs related to the seasons and to language work.

Third Grade

Exercises for the speaking voice.

Exercises for the singing voice. 8 in a, b, and c is pitched from c′ to g′ or a′; 5 in d is pitched from a to g′.

RHYTHM.

Same as second grade, with use of the pocket metronome.

Tones af the tonic, dominant and sub-dominant triads from dictation, in different keys.

CHORDING.

In two parts, using thirds of the major scale, resolving that on the leading tone, and humming.

READING.

Four days per week using charts and books.

WRITING.

Occasionally from musical dictation.

Rote songs relating to the seasons and to language work.

Fourth Grade

Exercises for articulation and pronunciation.

Exercises for the singing voice. In exercises (a), (b), and (c), 8 is pitched from c to g′ or a′; in (d), five is pitched from a to g′.

RHYTHM.

Same as third grade. The ability cultivated to name the number of pulses to a measure; to name the number of measures to an exercise or little song when heard. Introduce the half pulse and the pulse-and-a-half tones.

TRIADS.

The ability to sing the tones of the tonic, dominant and sub-dominant triads when they are called for by name.

CHORDING.

In two parts, using thirds and humming.

READING.

Four days per week from charts and books; two-part exercises and songs from notes. Rounds sung, using tonic sol-fa or numerical notation. Introduction of chromatic tones.

WRITING.

Occasionally from musical dictation.

Rote songs related to the seasons and to language work.

Fifth Grade

Same as fourth grade.

Daily exercises for the singing voice. The pitches for the different exercises are the same as for the fourth grade.

RHYTHM.

Same as fourth grade only more difficult.

TRIADS.

The ability to sing the tonic, dominant and sub-dominant triads when they are called for by name, also to name them when they are heard. To be sung in different keys and various tone lengths.

CHORDING.

In two and three parts, humming the parts, using thirds and triads of the major scale and resolving the triad on the leading tone. B, second space below the staff, should be the lowest pitch touched in this exercise.

READING.

Same as fourth grade. Use the easier chromatic intervals. Part-singing may be introduced.

WRITING.

Occasionally from musical dictation. Original exercises written, using the triads named above.

Rote songs related to the seasons and to language work.

During the year the study of the life of Handel, learning some of the shorter airs, such as the Largo, and rendering them with humming or such syllables as no, loo, etc.

Sixth Grade

Same as fifth grade.

Exercises for the singing voice. The pitches are the same as for the fourth grade. If any of the boys' voices have changed, special exercises adapted to the range of their voices should be given for them, while the other children listen.

RHYTHM.

Same as the fourth grade. The introduction of the thirds of a pulse, quarter-pulse tones, and other pulse divisions.

TRIADS.

The ability to sing and recognize the tonic, dominant, sub-dominant, super-tonic, mediant, and sub-mediant triads.

READING.

Four days per week, using charts, books, and selected pieces. Two and three part singing may be introduced.

WRITING.

Teacher sing easy exercises, pupils write.

Occasional rote songs related to the seasons and to language work.

Life of Mendelssohn, memorizing Consolation, Spring Song, etc.

Seventh Grade

Same as sixth grade.

Exercises for the singing voice, same as fourth grade.

RHYTHM.

Same as sixth grade, only more difficult.

TRIADS.

The ability to sing and recognize the triads of the major scale. The resolution of the triad on the leading tone.

READING.

Four days per week, using charts, books, and selected pieces. Three-part exercises and songs.

WRITING.

Same as sixth grade.

Occasional rote songs related to the seasons and to language work.

Life of Mozart, memorizing the Minnet Batti Batti, etc.

Eighth and Ninth Grades

Same as seventh grade.

Exercises for singing voice, same as sixth grade.

RHYTHM.

Review of all rhymical problems including syncopation.

TRIADS.

Same as seventh grade.

READING.

Using books, charts and selected choruses. Three-part exercises and songs. Introduction of the F. cleft. Advance work in chromatics and minor scales.

WRITING.

Song interpretation and analysis.

Songs related to the seasons and to language work.

ASSEMBLY SONGS

Morning Prayer,	Rheinberger.
Chant—The Lord's Prayer,	17th Century Chant.
Holy, Holy, Holy!	J. B. Dykes.
Spinning Song,	Reinecke.
A Child's Thanksgiving,	John Martin.
Harvest Home,	E. Richter.
Swing the Shining Sickle,	Mrs. Jessie L. Gaynor.
O, Holy Night,	"Cantique de Noel."
The Saviour King is Born,	Anon.
The Flag Song,	W. H. Neidlinger.
Star Spangled Banner,	Dr. Samuel Arnold.
Patriotic Hymn,	Mrs. Fannie Knowlton.
Flag Salute,	Root.
America,	Henry Carey.
The Lark,	Franz Abt.
Pussy Willow's Secret,	Eleanor Smith.
May Pole Dance,	Polish Song.
Bird Songs,	Mrs. Jessie L. Gaynor.

GRADE SONGS

First Grade

FALL.

God Make My Life,	J. Watch,
The Merry Little Men,	Poulsson's Finger Plays.
Goodbye,	Mrs. Jessie L. Gaynor.
The Caterpillar,	W. H. Neidlinger.
October Leaves,	Mrs. Jessie L. Gaynor.
Song of the Nut,	Mary S. Conrade.
Mr. Duck and Mr. Turkey,	W. H. Neidlinger.
Over the River,	Gertrude Walker.

WINTER.

The First Christmas,	Reinecke.
Happy, Happy Christmas,	Anon.
Little January,	Mary S. Conrade.
The Snow Stars,	Air: "Lightly Row."
The Steeple Bells,	Unknown.
The Big Bass Drum,	Mark Seely.
Little Tin Soldiers,	W. H. Neidlinger.

SPRING AND SUMMER.

Rain Song,	Eleanor Smith.
Little Pussy Willow,	Mrs. Jessie L. Gaynor.
Baby Seed Song,	Mary S. Conrade.
A Little Wind,	Mary S. Conrade.
Song of Easter,	Mrs. Jessie L. Gaynor.
Song of the Honey Bee,	German.
Bird Day,	Mrs. Jessie L. Gaynor.

Second Grade

FALL.

Pansies,	Mary S. Conrade.
Autumn Leaves,	Mrs. Jessie L. Gaynor.
The Blue Bells,	Mary S. Conrade.
The Busy Squirrel,	Mrs. Jessie L. Gaynor.
The Bunny,	W. H. Neidlinger.
Jacky Frost,	Eleanor Smith.
Over the River,	Gertrude Walker.

WINTER.

Christmas Carol,	Mary S. Conrade.

Tiny Little Snowflakes,	William Tomlins,
Little January,	Mary S. Conarde.
Tick Tock,	Nursery Rhyme.
Song of the Soldier,	Taubert.
The Bugle Call.	Old German.

SPRING AND SUMMER.

Asleep and Awake,	S. Reid Spencer.
Little Yellow Dandelion,	Mrs. Jessie L. Gaynor.
The Month of May,	Eleanor Smith.
Dancing Song,	Rhenish Folksong.
Winds of Evening,	French Melody.
The Merry Brown Thrush,	Anon.

Third Grade

FALL.

October's Party,	Ganroort.
The Chorister,	Mary S. Conrade.
Indian Cradle Song,	Mary S. Conrade.
Lost, the Summer,	Frederic Lyman.
Autumn,	Dutch Folk Song.

WINTER.

Song of December,	Unknown.
Christmas Eve,	Myles B. Foster.
Winter's Music,	German Folksong.
The Sleighride,	Unknown.
The Red Drum,	Eleanor Smith.
Rub-a-dub,	Mrs. Jessie L. Gaynor.

SPRING AND SUMMER.

The Little Trolls are Spinning,	Eleanor Smith.
Gray Pussies,	German Folksong.
Bob White,	Anon.
The Owl,	Ethelbert Nevin.
A Dew Drop,	W. W. Gilchrist.
The Morning Glory,	G. W Chadwick.
The Apple Tree,	French Folksong.

Fourth Grade

FALL.

The Swallows,	Anon.
The Leaves Party,	Mrs. Jessie L. Gaynor.

The Squirrel,	German Folksong.
Jack and Jill (round),	"Mother Goose" Rhymes.
The Mill,	Ethelbert Nevin.
Row, Row (round),	Unknown.

WINTER.

Kris Kringle's Visit,	Broekhoren.
The Little Eskimo,	Mrs. Jessie L. Gaynor.
The Snow Man,	K. Hallig.
The Young Soldiers,	Broekhoren.
Flag Song,	Eleanor Smith.

SPRING AND SUMMER.

The Wind,	W. W. Gilchrist.
April Rain,	John W. Tufts.
Robert of Lincoln,	Leonard B. Marshall.
The Sparrow's Bath,	Rheinberger.
The Postillion,	Taubert.
The Sandman,	Liebe Gilchrist.
Bobolink,	Emory Russell.

Fifth Grade

FALL.

Goodbye to Summer,	Anon.
Dance of the Leaves,	James Geddes.
The Mill,	Ethelbert Nevin.
The Hunter's Song,	Anon.
Cradle Song,	Leonard B. Marshall.

WINTER.

What do Xmas Bells Say?	Frederic W. Root.
Sleighing,	Mrs. Jessie L. Gaynor.
The Snow Man,	K. Hallig.
Soldier's Song,	Old English.
Dear Land America,	Wilson.

SPRING AND SUMMER.

Spring Voices,	John W. Tufts.
Flower Dances,	John W. Tufts.
The Naughty Brooklet,	Reinecke.

The Whippo'will.	Anon.
The Good Fairies,	Rheinberger.
Brother Robin,	Tufts.
The Goldfinch,	Brahms.

Sixth Grade

FALL.

Come Out 'Tis now September,	Anon.
The Ploughboy (three-part round)	W. W. Pearson.
Dickery Dock,	"Mother Goose" Rhyme.
Nutting Song,	Voelckerling.
Hurrah, Boys, Hurrah !	Hartmann.

WINTER.

O, Holy Night,	"Cantique de Noel."
The North Wind,	W. W. Gilchrist.
Old King Winter.	Anon.
Our Bright Starry Banner.	Offenbach.
New Hail Columbia,	Wilson.

SPRING AND SUMMER.

Song of the Shepherd,	Franz Abt.
May Showers,	Anon.
Ring-ting!	Tufts.
Ladybird,	G. W. Chadwick.
The Shell,	Julia Adams.
Pansies, Lilies, Kingcups, Daisies,	Tufts.
The Month of Maying,	German.

Seventh Grade

FALL.

Round—The Hunt (three parts),	W. W. Pearson.
A Maple Leaf,	W. Volkmann.
The Hunter's Song (three parts),	Anon.
Hurrah, Boys, Hurrah!	Hartmann.
For Peace and Plenty,	Mrs. Knowlton.

WINTER.

O, Holy Night,	"Cantique de Noel."
The Jolly Old Winter,	Chadwick.
Skater's Song,	Air: "The Happy Farmer."
There Was a Man Lived in Our Town,	"Mother Goose" Rhyme.
Our Bonny Flag,	Mrs. Jessie L. Gaynor.
The Star of Freedom,	Donizetti.

SPRING AND SUMMER.

The Flower of Wunderhold,	Tufts.
The Spider and the Fly, (round),	McNaught.
Tell Me Where the Fairies Dwell,	Whiting.
Hush-a-bye, Baby,	F. L. Lorraine.
Spirit of the Summer-time,	Old Irish Folksong.
Maypole Dance,	Old English.
The Gnome,	Russian Folksong.

Eighth and Ninth Grades

FALL.

Song of the Hunter,	Anon.
Farmer and Finch,	Tyson-Wolf.
Tinker's Chorus,	"Robin Hood" (opera).
Come to the Fair,	"Martha" (opera).
Pretty Village Maiden,	"Faust" (opera).
We Plow the Fields,	Gläser.

WINTER.

Nazareth,	Gounod.
O, Holy Night,	"Cantique de Noel."
Song of Winter,	Unknown.
The tap of the Drum,	"William Tell" (opera).
The New Hail Columbia,	Chadwick.
Forth to Battle,	Welsh.

SPRING AND SUMMER.

Sweet and Low,	Barnby.
Nightingale's Song,	Kjerrulf.
Polish May Song,	Polish Air.

The Old Oaken Bucket,	Air: "Araby's Daughter."
Over the Summer Sea,	Verdi.
The Shepherd of the Valley,	Coda.

Drawing

In the first, second, third, and fourth grades the drawing occupies fifteen or twenty minutes each day in the week; in the fifth, sixth, seventh, and eighth grades one-half hour each, three days in the week.

First Grade

The type forms—sphere, cube, cylinder, hemisphere, square prism, and triangular prism—are developed and modeled; also objects based on each type form. The circle, square, oblong, semicircle, and triangle are drawn and cut and used in making rosettes and borders.

These type forms are used, not as an end, but merely as a means—a stepping stone to the form study of other objects and as a basis for the classification of other forms.

The prism colors are laid in order and the six colors—yellow, orange, red, violet, blue, and green—are individually developed and used.

Much work from nature subjects is done, beginning in September with winter homes of caterpillars, "seedhouses"; taking up in October the gorgeousness of nature, the children coloring their drawings of leaves with pastels; in November, the thought of the harvest, children drawing stalks of corn, etc., making colored drawings of fruits and vegetables; in December, work on the evergreen tree, the cat, and the dog is taken up; in January, work on stars and snowflakes; in February, snowbirds and pigeons; in March, pussy willows; in April, budded twigs and birds; in May, grasses, simple leaves, flowers, and butterflies; in June, much work from leaves, flowers, and landscape drawing from description and from board work.

Illustrative drawings suggested by holiday thoughts, stories, songs, etc., the main point in this work being to get good proportion and the essentials.

Blackboard work, beginning with lines made with flat side of chalk, drawing different forms of fences with gates, and work on the evergreen tree.

Figure work, drawing the human form with a child posing as model is introduced about the middle of the year. This work is done with pencil and with charcoal.

Cutting to line and free hand cutting in illustration, from memory and from objects, are done throughout the year.

Space relation work is made much of, each child arranging in the most pleasing way to him, groups of simple grasses, flowers, birds, butterflies, bees, Japanese lanterns, etc. within some given space. This brings in the decorating of book covers, invitations to school exercises, etc.

Picture study, using good reproductions of famous paintings, is correlated with nature work, or brought in to suit the respective seasons. Pictures of children, home life, birds and animals, and at Christmas time the Madonna and the Christ Child are studied.

Second Grade

The work is continued much as in the first grade. New and more difficult objects are given. Water color work is introduced, the children painting from leaves, flowers, vegetables, and Japanese lanterns.

The children make drawings of the appearance of the cylinder and hemisphere, also the two forms together, and more familiar objects based on the two forms.

Much figure work is done, the poses being more varied than before, and the children working with pencil, charcoal, and with brush and ink. In picture study, reproductions of some of Raphael's paintings are given special attention.

Third Grade

For third year the new Prang Elementary Course Book is used. Several days are spent in preparation for each drawing in the book. Additional work, similar in character to that done in first and second grades, from nature, from the figure, in cutting, in illustrating, and in space relations is done, the mediums used being pencil, charcoal,

brush and ink, and water colors. The children make drawings of the appearance of cylinder, hemisphere, sphere, cube, square prism, and triangular prism, and of familiar objects based on these forms.

Simple construction work, the drawing of patterns introduced.

Much attention is paid to freedom in work and artistic rendering. In picture study, special attention is given to Landseer and his paintings.

Fourth Grade

New Prang Elementary Course Book for fourth year is used. The same line of work is carried on in the grade as in previous grades, the work progressing in complexity. In this grade pastels are used for color work. Constructive drawings are emphasized more. Simple appearance drawings of houses bringing in principles of lines above the eye are introduced. Study of historic ornament is begun, reproductions of simple historic units being made. Light and shade work from type forms and familiar objects is begun. Millet's life and several of his pictures are taken up for study.

Fifth Grade

New Prang Elementary Course Book for fifth year is used. In addition to the bookwork much time is given to drawing from familiar objects, carefully considering good form, and light and shade; landscape sketching from nature is begun, and pen and ink drawings are made for illustrating language lessons, etc. In the figure work of this grade the children get the effect of light and dark in masses. Study in historic ornament is carried further; in the construction exercises simple working drawings are made.

The color work in this grade is done in water colors and consists of the painting of vegetables, flowers, flags, shields, Japanese lanterns, etc. Special attention is given to Murillo and his paintings.

Sixth Grade

New Prang Elementary Course Book for the sixth year is used.

Continuation of work as outlined for other grades, more difficult subjects being given.

Much time is given to creative work—the abstract spacing of grasses and flowers, landscapes in composition, and the designing of book covers, program cards, calendars, etc.

These are done in pencil, ink, or water colors.

Pen and ink sketches of dried weeds, seed pods, pine branches, etc., are made.

Rembrandt's life and some of his pictures are studied.

Seventh Grade

New Prang Elementary Course Book for the seventh year is used.

The work is continued as outlined for the other higher grades, the pencil, charcoal, pen and ink, brush and ink, and water colors being used.

The study of a few of the better modern illustrators and their methods of work is taken up.

Collections of their illustrations are made.

Anton Van Dyck and a few of his most famous works receive special attention.

Eighth Grade

New Prang Elementary Course Book for eighth year is used.

Work is continued in much the same way.

Special attention is given to the study of historic art. Some time is given to a study of modern painters and illustrators. Michael Angelo and a few of his most famous works receive special attention.

Physical Training

GENERAL NOTES

The work in physical training is arranged and taught by one of the special teachers of that department and it is aimed to give such work as will tend to counteract the tendency to incorrect posture, incident to school life, as well as to give the pupils general body building work and recreation.

The lessons are sometimes given in the rooms, more often in the large halls of the building.

later they will be able to execute correctly. Each lesson is preceded by marching, plain, and varied by arm and foot movements and hand clapping, simple fancy steps, hopping, skipping, etc.

SWEDISH

ORDER MOVEMENTS.

Rising, getting to position on floor, alignment forward, place rest, walk positions (a), (b), (c), stride positions, march steps taken singly and in combination.

LEG MOVEMENTS.

Marking time, heel elevation in different foot positions, changes from one foot position to another, close stand, alternate heel elevation, etc.

ARM MOVEMENTS.

Wing and rest positions, arm raising (4 movements), arm flinging (5 movements), cross (a), bend, ½ wing, and ½ rest, (cross (c), reach and stretch positions with arm changing, arm stretching leading up to series work.

BALANCE MOVEMENTS.

Toe positions (3), knee bend positions (3), raising of one leg (3 positions), afterward balance positions and arm positions taken together—slow tip toe march.

RUNNING MOVEMENTS.

Running in place, running forward, skipping and hopping, plain jumps, jumping rope, over sticks, etc.

ACTION PLAYS

BREATHING EXERCISES.

The work in this grade is based upon Rebecca Stoneroad's "Gymnastic Stories and Plays."

Second Grade

Ten minutes daily.

Swedish gymnastics twice a week, one day using desks for apparatus.

Light gymnastics twice a week.

Games one day.

SWEDISH

ORDER MOVEMENTS.

Three different steps at one command, and latter part of year teaching of facings (right about and left) by command.

LEG MOVEMENTS.

Heel raising with foot changing, heel elevation with arm movements.

HEAD MOVEMENT.

Head bending backward.

ARM MOVEMENTS.

Series work in arm stretching, ½ arm stretching and change of arms by command, stretching in two directions by command.

BALANCE MOVEMENTS.

Hold position while arm movements are taken—knee bending upward, etc.

RUNNING EXERCISES.

BREATHING EXERCISES.

LIGHT GYMNASTICS

Each lesson consists of marching, running, fancy steps, quick arm work, and jumping.

MARCHING.

With clapping and appells, change from file to twos, twos to fours, and reverse.

RUN.

Plain, for light step and rhythm.

FANCY STEPS.

Add arm movements to those already learned, forward and back touch step, same combined with change step, and addition of arm movements.

ARM MOVEMENTS.

Stretching from hips and shoulders, circling, clapping, etc.

JUMPING.

On the run, over rope, stick, etc.

Third Grade

Time and schedule same as second grade.

SWEDISH

ORDER MOVEMENTS.

Accurate work in facings and steps, combining them at one command.

LEG MOVEMENTS.

Heel elevations with foot changings and heel elevations with knee bendings, in walk (b), walk (a) and stride positions.

HEAD MOVEMENTS.

Backward bending continued.

ARM MOVEMENTS.

Work taken in second grade by command taken here in series. Three different stretchings at one command.

BALANCE MOVEMENTS.

Upward bending of knee with arm movements, holding positions while arm work is taken. Knee stretching backward.

TRUNK MOVEMENTS.

Trunk bending forward or sidewise, either sitting in seats or standing.

RUNNING.

Leg flinging, sidewise jump, etc.

BREATHING.

LIGHT GYMNASTICS

MARCHING.

Countermarch, diagonal, spiral.

RUN.

Same as second grade.

FANCY STEPS.

Rye—circling by twos, combinations such as touch toe three times at side, then change step, touch toe forward, etc.

ARM MOVEMENTS.

Thrusts in different directions.

JUMPING.

Increase height of obstacle as compared with preceding grades.

Fourth Grade

Ten minutes daily.

Swedish gymnastics twice a week, using desks and seats as apparatus one day.

Dumb-bells and rings two days, using bells first half and rings last half of year.

Games—one day.

SWEIDSH

ORDER MOVEMENTS.

Combination of arm and foot work, step, facing and step on one command.

LEG MOVEMENTS.

Heel raising, knee bending [in walk (a) (b) (c) and stride], heel raising, knee bending with change of feet (4 positions), heel raising with foot changing and arm movements.

HEAD MOVEMENTS.

Head bending to side and twisting.

ARM MOVEMENTS.

Three different stretchings at one command.

BALANCE MOVEMENTS.

Add knee turning to the upward bending.

TRUNK MOVEMENTS.

Forward and sideways bending with arms and feet in different positions, backward bending in seats and kneeling.

BREATHING.

LIGHT GYMNASTICS

DUMB-BELLS.

Positions of bells and simple combinations of raising, rataplan, twisting, striking, and anvils.

RINGS.

Fancy marching, by ones, twos, fours, and eights, in circle and grand right and left with rings in different positions. Fancy steps with arm and trunk exercises, using rings. Exercises standing, singly and by twos.

Fifth Grade

Fifteen minutes daily.

Swedish Gymnastics twice a week with use of desks and seats as apparatus one day.

Wands and dumb-bells twice a week, wands first half, bells last half of year. Games once a week.

SWEDISH

ORDER MOVEMENTS.

Marching backward, right dress, open and close ranks and spaces.

LEG MOVEMENTS

Heel raising and knee bending with change of feet (four positions) and arm movements in series, knee raising and ankle flexion.

HEAD MOVEMENTS.

Same as preceding grade.

ARM MOVEMENTS.

Variety of directions in arm stretchings, on one command, arm rotation [cr. (b) and cr. (e)], arm stretchings, each arm in a different direction.

BALANCE MOVEMENTS.

Raising one foot and bending the opposite knee.

TRUNK MOVEMENTS.

Review those of preceding years and add fallouts.

Jumps — with turns.

LIGHT GYMNASTICS

DUMB-BELLS.

More difficult combinations and add the chop.

WANDS.

Positions at the wand, easy forward swings, forward thrusts, simple exercises and easy combinations of swings, thrusts and turns, and combinations of turns and drawing.

Sixth Grade

Fifteen minutes daily

Swedish gymnastics twice a week.

Clubs and wands once a week—clubs the first half, wands the last half of the year.

Beginning with this grade, the boys and girls have different game work. One day the boys have game work while the girls have æsthetic gymnastics. Another day the girls have game work and the boys have Swedish and marching.

SWEDISH

ORDER MOVEMENTS.

Marching to rear, four item combinations of steps and facings, open order.

LEG MOVEMENTS.

Fallout with heel elevation, quick leg elevation.

HEAD MOVEMENTS.

As in preceding grades.

ARM MOVEMENTS.

Difficult combinations.

BALANCE MOVEMENTS

As in preceding grade.

TRUNK MOVEMENTS.

Holding prone position and taking arm work—fallouts. Jumps, with start steps. Quick series of knee bending upward.

LIGHT GYMNASTICS

CLUBS

Positions, preparatory swings, plain swings, back shoulder circles, front circles, back circles, follow movements with shoulder circles, reel.

SWEDISH AND MARCHING.

Complicated movements with living support and more jumping than is feasible in mixed classes. Lesson closing with marching.

ÆSTHETIC.

Stepping movements, poising, balancing, leaping, prancing exercises leading up to difficult fancy steps. Arm movements of Delsarte system.

WANDS.

More difficult combinations, arm rotations, beginning winding movements, double work with wands, combinations of wand with trunk and leg movements.

Seventh Grade

Fifteen minutes daily.

Swedish gymnastics twice a week.

Wands and bounding balls once a week; wands first half, balls second half year.

Boys and girls have games at different times, boys having advanced Swedish and girls æsthetic work as in previous grade.

SWEDISH

ORDER MOVEMENTS.

Marching to right and left, sidewise marching.

LEG MOVEMENTS.

Fallouts in series, later add arm movements.

HEAD MOVEMENTS.

Trunk bending backward is begun in this grade if clothing permits.

ARM MOVEMENTS.

Difficult combinations.

BALANCE MOVEMENTS.

Standing on one toe, taking exercises with opposite leg.

TRUNK MOVEMENTS.

Fallouts in slow series and advancing.

Jumps with start steps and turns. Running sidewise.

BREATHING.

LIGHT GYMNASTICS

WANDS.

Difficult winding movements; more difficult combinations of wand and Swedish movements, as fallouts.

SWEDISH AND MARCHING.

Same as sixth grade.

ÆSTHETIC WORK.

Steps.

BALLS.

Bounding, tossing, and combination exercises.

Eighth and Ninth Grades

Fifteen minutes daily.

Swedish twice a week.

Clubs and bells once a week; clubs first half, bells second half of year.

Boys and girls continue games at different times, girls having more æsthetic work; boys, military marching.

SWEDISH

ORDER MOVEMENTS.

Facing and open and close order, open and close order on the march.

LEG MOVEMENTS.

Standing, toe support, and forward knee bending.

HEAD MOVEMENTS.

Same as preceding grades.

ARM MOVEMENTS.

Same as preceding grades.

BALANCE MOVEMENTS.

Same as preceding grades.

TRUNK MOVEMENTS.

Forward Bending and twisting of trunk in fallout position.

Add side bending to trunk twisting.

Running and jumping.

BREATHING.

LIGHT GYMNASTICS

CLUBS.

Follow movements with lower circles, high reel, low reel, alternate swings, snake, and mill-wheel.

MILITARY MARCHING.

Double rank marching according to U. S. Infantry drill regulations.

ÆSTHETIC.

Poising and postures.

BELLS.

Thrusts and anvil strokes on knee.

Course of Study for the Ninth Grade

FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.
English.	English.	English.
Latin or German.	Latin or German.	Latin or German.
Algebra.	Algebra.	Algebra.
Botany.	Botany.	Botany.

Names of Students

PREPARATORY

Bellow, Luanna	Port Sanilac
Besley, Anna	Newberry
Brott, Anna	Montgomery
Cahalan, Katie	Hubbardston
Denton, Christine	Gregory
Doyle, Mrs. A. F.	Bad Axe
Doll, Chas. F.	Troy, O.
Duquid, Ralph	Ray
Faucher, John	Saginaw
Furlong, John	Cherry Hill
Fulford, Chas. E.	Romulus
Grant, Lenore	Pioneer, O.
Griffin, Mabel M.	Wallaceville
Hamilton, Edith	Leonard
Hardy, Lizzie	Whittaker
Honeyman, Mabel	Vandalia
Hubbard, Maude	White Lake
Kells, Jessie,	Cohoctah
Killam, Hallie	Leonard
Knibloe, Jessie	Wauseon, O.
Leland, Anna Mariah	Emery
Lorenz, Josephine F.	Iron River
Long, Grace S.	South Lyon
McCutcheon, Blanche	Ransom
Mair, Josephine F.	Almont
Mears, Myrtle	Petersburg
Mercer, Meta Jassimine	Addison
Minard, Eleanor	Ypsilanti
Plopper, Carrie	Fitzgerald, Ga.
Quackenbush, Zada	Dixboro
Stoddard, Mae	Onsted
Scofield, Mary	Gregory
Smith, William B.	Ubly
Turrell, Claude	Somerset
Waid, Anna	Wauseon, O.
West, Thomas A.	Ypsilanti
Youells, Avy	Flushing

FIRST YEAR STUDENTS

Adams, Carrie	Temperance
Blaine, Fannie	Jasper
Baker, Louise F.	Fenton
Ballard, Mary Ethel	Flint
Baxter, Elizabeth	Ypsilanti
Bellinger, Geo. Henry	Maple City
Beach, Clinton A.	Grattan
Benedict, Pearl	Wacousta
Bird, Emma Marie	Charlevoix
Bloomer, Stella	Ionia
Blood, Mabel G.	Laingsburg
Burke, Eber	Willow
Cassell, Owen	McArthur, O.
Carris, Hettie	Jerome
Colf, Edith M.	Milan
Clement, Margaret	Clarkston
Christian, Nora	Chesaning
Dales, Elwin	Chesaning
Dekker, Mattie	Zeeland
Dodge, Jay W.	Walled Lake
Dunn, Stella	Carleton
Earl, Minnie Louise	Hersey
Faulkner, Alice Maude	Holly
Ferguson, Myrtle	Ypsilanti
Fritz, Dora	Alexandria, Ind.
Foreman, Robert	Onsted
Fox, Alice	S. Milton
Furgason, Wallace A.	Newton Falls, O.
Gannon, William M.	Cohoctah
Gage, Nina May	Green Oak
Green, Marietta D.	Ypsilanti
Grisson, Olive	Ft. Recovery, O.
Harbourne, Linta	Gaylord
Hardy, Lucy E.	Whittaker
Henderson, Nina E.	Sault Ste. Marie
Howe, Raymond	Battle Creek
Huston, Milton B.	Cherry Hill
Hubbard, Fay	Ypsilanti
Judson, Mabel	Grand Ledge
Kern, Mattie L.	Reading
Kniffen, Bertha A.	Britton
Kinsler, Edward	Morrice
Knowles, Maye	Evart
LeBarge, Harry L.	Ada
Leeman, Mary	Chelsea
Lockwood, Margaret	Pittsford
Lorenz, Anna K.	Detroit

Leach, Lettie	Elsie
Matthews, Emma	Novi
McLaren, Bertha	Alma
McElwain, Pearl	Van Wert, O.
McKay, Jean	Ypsilanti
Mackie, Flora	Smith
Miller, Maude A.	Newberry
Munger, Herbert C.	Tipton
Osborn, Sylvia	Vicksburg
O'Connor, Genevieve	Howell
Pardee, Mary L.	Detroit
Pelant, Tillie	Belleville
Pennington, Elizabeth	Imlay City
Peppiatt, Bessie	Willis
Perkins, Anna May	Memphis
Raymond, Lillian	Riley Centre
Reynolds. Delos H.	Millington
Riggs, Amy	French's Landing
Roy, Edwin Frederic	Ypsilanti
Root, Erwin A	Weston
Roosa, Arthur N.	Williamston
Rogner, Christian C. J.	Richville
Sweetland, Nina D.	Saline
Sweetland, Elma Joyce	Saline
Smith, Ella M.	Bath
Smith, Robert C.	Laingsburg
Scovel, Fred James	Detroit
Shores, Juanita R.	St. Louis, Mo.
Schultz, William	Dexter
Thomas, John A.	Ypsilanti
Thornton, James	Milan
Townsend, J. M.	Mulliken
Van Allsburg, John C.	Charlevoix
Van Cleve, Kate	Ypsilanti
Van Deman, Harriet E.	Benzonia
Walls, Nora E.	E. Dayton
Walser, Stuart L.	W. Salem, Ill.
Waldron, John H.	Wacousta
Whitmire, Tony J.	Ypsilanti
Wrisley, Bessie Isabelle	Ypsilanti
Wright, Lettie	Ypsilanti
Wilson, George K.	Ypsilanti
Wilson, Elizabeth, K.	Ypsilanti
Wilson, Mabel K.	Ypsilanti
Wolf, Chas. F.	Pioneer, O.
Zeigen, Myrtle Comer	Ypsilanti

SECOND YEAR STUDENTS.

Alger, Iva	Grand Rapids

Bradley, Alta Dora	Ypsilanti
Bradley, Florence	Augusta
Bailey, Lillian Maude	Salem
Bailey, Laverne	Cedar Springs
Baker, Mrs. M. E.	Caledonia
Barbour, Willard T.	Ypsilanti
Beal, Vinora	Quaker
Bishop, Caroline G.	Millington
Crawford, S. E.	North Branch
Cartwright, Fred. D.	Akron
Crane, Caroline	Ypsilanti
Chapman, Gertrude M.	Delhi Mills
Campbell, May M.	Parkville
Crebbin, Lida M.	Petersburg
Cowles, Gertrude	Gladwin
Culp, Gertrude	Constantine
Davis, Julia A.	Allegan
Davis, Sarah A.	Ida
Dean, George L.	Vermontville
Dixon, Jennie L.	Milan, O.
Dooley, William E.	Hartland
Doty, Jessie	Ionia
Eldred, William	Tekonsha
Falconer, Mertie Irene	Ypsilanti
*French, Sarah C.	Ypsilanti
Fisher, William C.	Tipton
Ford, Mary E.	Boyne Falls
Garrison, Edith Rosalie	Fremont
Gray, Mary Emogene	Detroit
Garlock, Cora Belle	Wacousta
Germaine, Genevieve	Muir
Haskell, Jennie Belle	Lake Odessa
Hardy, Lizzie M.	Oakville
Hayes, Ida A.	Detroit
Herkimer, Mary O.	Scofield
Howes, Eugenia	Tipton
Hughes, Edward Elliott	Greenfield
Jones, Alva W.	Oakville
Judson, Otis Livingston	Montgomery
Kimball, Zoe	Grand Rapids
Kingon, Samuel J.	West Sumpter
Lindsay, Margaret E.	Prairieville
Lorenz, Mary	Iron River
McCartney, Anna A.	Charlevoix
McBain, Jennie Belle	Hickory Corner
McKay, Edith	Spring Arbor
McCready, Ara Maude	Ypsilanti

*Deceased.

McGillivray, L. Adah	Muir
McClintock, Susie	Laingsburg
McCormick, Mary L.	Gaylord
Main, Agnes Wilson	Newberry
Miles, Mary	Ypsilanti
Morrand, Elizabeth	Algonac
Monteith, Blanche	Martin
Murphy, Cora	Versailles, O.
Nims, Clare Louise	Lexington
Niemeyer, Joanna	Benton Harbor
Nims, Bessie	Lexington
O'Neill, Mary C.	Hubbardson
Parmalee, Ruth	Petersburg
Peilow, Marien Louise	Hand
Peters, Earle	Sylvania, O.
Pieters, Aleida J.	Fennville
Potter, Celia	Willis
Quackenbush, Alice	Grand Ledge
Ray, Ida M.	Delray
Rawdon, S. Harry	Ann Arbor
Rawdon. B. George	Ann Arbor
Rice, Frank	Ypsilanti
Roper, Vida Belle	Redford
Ross, Maude	Pinconning
Slade, Gertrude	Ironwood
Sherman, Gertrude Ellen	Ovid
Smith, Richard A.	Dewitt
Sturgis, Eva	Ypsilanti
Squires, DeWitt	Dundee
Troub, William O.	Sunfield
Toan, Mame Alta	Maple
Tohms, Alice Mary	Ypsilanti
*Torrey, Lee C.	Oakville
Thomas, Mary	Ypsilanti
Thomas, M. Adelaide	Ypsilanti
Whalley, Nympha	Hart
Wheelock, Ethel	Saranac
Whitney, William A.	Jamestown
Whitney, Lida M.	Laingsburg
Wickwire, Mary A.	Banfield
Williams, Grace	Charlotte

THIRD YEAR STUDENTS

Ash, May S.	E. Tawas
Adair, Katherine	Port Huron
Adams, Reuben	Hancock

*Deceased.

Anderson, Margaret M.	Plainwell
Acker, Carrie A.	Sheridan
Alden, Kate A.	Grand Rapids
Allen, Lottie	Albion
Anderson, Bessie B.	Plainwell
Aldrich, T. B.	Bay Mills
Arnot, Mabel	Ypsilanti
Aulls, Jessie N.	Clinton
Anderson, Marion	St. Clair
Banghart, Carroll F.	Mayville
Barlow, Carl J.	Rawsonville
Blanchard, May Etta	Epsilon
Barlow, Edna M.	Ypsilanti
Blanchard, Edith G.	Grand Rapids
Barden, Effie E.	Lansing
Bray, Caroline	Okemos
Balden, Clara S.	Dexter
Barns, Burton A.	Delray
Barnum, Annette	Traverse City
Blakslee, Emma	Birmingham
Bree, Mattie	Hancock
Beebe, Eula Lee	Jackson
Bredbeck, Mabel	Port Clinton, O.
Brems, Edna Margaret	Ypsilanti
Bennet, Wilmer C.	Bad Axe
Brewster, Mary Dot	Prattville
Beeman, Gertrude R.	Williamston
Beeman, Benjamin F.	Williamston
Bierkamp, George A.	Wyandotte
Bliss, Franc Nora	Jonesville
Bignall, Lillian	Quincy
Broecker, Richard A. W.	Hadley
Broesamle, Anna	Carson City
Brown, Elsie G.	Manistique
Brown, Lillian	Ionia
Bowman, Gertrude	Greenville, O.
Buck, Lucy May	Three Rivers
Buck, Neva	Ypsilanti
Burlingame, Amy	Union City
Burt, Rosy Wilhelmina	Bessemer
Butler, Martha	Detroit
Buell, Clara	Union City
Bryce, Vida	Port Huron
Carleton, Mabel	St. Joseph
Campbell, Theresa	Sault Ste. Marie
Chapman, Chas. W.	Fowlerville
Callow, Irene	Pontiac
Carr, Lee	Anderson

Carr, Francis D.	Pinckney
Chambers, May	Cheboygan
Cairnes, Cora E.	Grand Haven
Clark, Louise Lee	Clinton
Clark, Helen	Merrill
Clark, Inez Maude	Willow
Clapp, Susiana	Owosso
Craig, John A.	Howard City
Crego, Cora Estelle	Brooklyn
Creagh, Josephine	Detroit
Cresswell, Gladys E.	St. Louis
Childs, Edna Ella	Ypsilanti
Childs, Hannah Ethel	Ypsilanti
Crowley, Esther Aubrey	Manistee
Covert, M. W.	Ridgeway
Conover, Kathryn Bernice	Coldwater
*Cronin, Abigail L.	Lawrence
Coates, Ida Blanche	Ypsilanti
Cole, Maude Ethel	Owosso
Cooley, Harriett Bernice	Coldwater
Coville, Gervase	Vicksburg
Cook, Etta	Grand Haven
Cornish, Hubert R.	Saline
Corson, Martha	Ann Arbor
Churchill Ralph C.	Burnside
Culp, Edna	Constantine
Dansard, Josephine	Monroe
Davis, Lucy	Clio
Daniels, Persis Irene	Gregory
Davis, Elzie May	Climax
Davis, Gail	Jackson
Drake, Nellie Winifred	Ionia
Day, Ransom H.	Newaygo
Davis, Jennie A.	Ypsilanti
Davis, Florence H.	Milford
Densmore, Harriet	Reed City
Dean, Clara Sophia	Vermontville
Dentou, Lawrence	Detroit
Dennis, Philip Edward	Reed City
Deming, Fredrika	Wayne
Dobson, Gertrude	Quincy
Downs, Elizabeth Mary	Port Huron
Doty, Helen Jeannette	Three Rivers
Drouyer, Nelson J.	Ypsilanti
Doyle, Jennie Edith	St. Joseph
Dykeman, Anna	Grand Haven

*Deceased.

Evans, Frances M.	Chicago
Edwards, Bessie B.	Alma
Edwards, Sarah E.	Adrian
Easton, Minnie	Dexter
Elwell, A. Ruth	Standish
Ellis, Charlene	Flint
Elliott, Emma Rose	Josco
Echholtz, Austin	St. Joseph
Ellsworth, Agnes	Pontiac
Frappier, Millard	Pinconning
Fraser, Louise	Detroit
Fraser, James	Ypsilanti
Frank, Ella Maud	Wayne
Feemster, Lucy H. J.	Grand Rapids
Fleming, Fern Inez	Detroit
Feige, Aimee	Saginaw, E. S.
Fribley, Katie Lillian	Big Rapids
Fribley, Sarah	Big Rapids
Fritz, Frances H.	Grand Haven
Fritz, Cecil	Cass City
Fohey, Helen Clara	Ann Arbor
Forsythe, Ethel	Detroit
Force, Evelyn M.	Adrian
Ford, Cora	Ludington
Foley, Mary Agnes	Utica
Fogg, Lucie Elizabeth	Jonesville
Furgason, Claude	Williamston
Fuller, Jennie A.	Hudson
Fuller, Earl Garfield	Colon
Grandy, Levett T.	Hadley
Graham, Genevieve	Lowell
Gardner, M. Eola	Ypsilanti
Gleason, Mildred Maude	Three Rivers
Green, Lura	Morenci
Green, Loa	Utica
Green, Florence S.	Lansing
Greenaway, Eleanor	Fowlerville
Greeley, Gertrude	Albion
Giddings, Sara	Galesburg
Griffin, Lizzie	Benton Harbor
Gill, Joseph	Markell
Griffith, Myrtle A.	Saranac
Gibbs, Clara N.	Jackson
Giddings, Mary Monroe	Jackson
Gould, Mamie	Lawrence
Goodwin, Gertrude	Wyandotte
Gross, Anna Marie	Pipestone
Grose, Harlow D.	Ann Arbor

Godwin, Grace Tousey	Grand Rapids
Gulde, Clara Louise	Charlotte
Gunnison, Bessie	Lansing
Hardie, Fannie S.	Detroit
Hayward, Ella B.	Morocco
Hazelton, Ransom	Romeo
Harrington, Lyla Clare	Lake Linden
Hartwell, Mabel E.	Nashville
Handeyside, Anna	Wayne
Hayden, Vera	Cassopolis
Harnack, August	Linden
Henderson, Mabel	Detroit
Herkimer, Carrie E.	Exeter
Hearns, Frances	Detroit
Hischke, Ida	Detroit
Hinkle, Olive	Ypsilanti
Hinkle, Elva	Ypsilanti
Hinkle, Radia Sophia	Mendon
Hinkle, Grace L.	Ypsilanti
Himebaugh, Gertrude Estella	Burr Oak
Hickox, Elva	Charlotte
Hines, Agnes	Shelby
Howell, Nellie	E. Tawas
Hoffman, Renettia	Marshall
Hoppe, L. Dorritt	Chelsea
Holmes, Florence E.	Marshall
Holloway, Jarvis M.	Pittsford
Howell, Bessie	St. Clair
Howland, Emma A.	Breckenridge
Hogue, Arthur Lucas	Sodus
Huston, Vie	Ypsilanti
Hurst, Agnes	Henderson
Hubbard, Susie	Port Huron
Hulsart, Virginia Holmes	Big Rapids
Ireland, Carey	Berrien Springs
Jacobs, Grace E.	Owosso
Jefferson, Lulu May	Berlin, Wis.
Jennings, Clarence Merritt	Lawrence
Johnson, Kathryn	Manistee
Johnson, Anna Florence	Evart
Jury, Pearl Elizabeth	St. Johns
Kehoe, William James	Tawas
Kennedy, Katherine D.	Hancock
Keal, Harry M.	Dexter
Keyser, Mabel	Birmingham
Kempster, Joseph Hubert	Coldwater
Kniffen, Claude L.	Britton
Kirby, J. M.	Volinia

Knight, Ernest E.	Elsie
King, Mabel Clare	Ypsilanti
Kingman, Nellie A.	Ann Arbor
Kohler, Jessie Frances	Lapeer
Klumph, Essie	Detroit
Lanctot, Alvina L.	Hancock
Lake, Nina	Galesburg
Lake, James G.	Sault Ste. Marie
Lardie, Myrtle E.	Ludington
Lenhart, Emma	Bridgeman
LeDuc, Anna	Detroit
Leland, Bernice	Detroit
Lewis, Katherine V.	West Leroy
Lemon, Bess Marie	Wauseon, O.
Lockwood, Florence	Washington
Lockwood, Edna	Portland
Lockhart, Alma	Ypsilanti
Loughnane, Teresa	Lapeer
Long, Almada	Coldwater
Lovell, Ruth Marguerite	Hersey
Mahana, Margaret	Three Rivers
MacArthur, Beatrice	Ypsilanti
McKay, Christina	Midland
McCarthy, Catherine	Benton Harbor
MacRae, Jane	Calumet
McClelland, Carl Chas.	Jefferson, O.
McLellan, Melbourne	Saginaw, W. S.
McVean, Martha Gertrude	Burnside
McEwen, Effie	East Lake
McGeorge, Bessie Cameron	Almont
McGee, Mabel	Bay City
McGillivray, Margaret	Oscoda
McDonald, Jessie	Detroit
McGuinnes, Arthur	Dexter
Marker, Bertha	Wayne
Mason, Olla M.	Vicksburg
Martin, Lulu	Portland
Major, Louina	Muskegon
Marble, Ira A.	Ann Arbor
Magary, May G.	Adair
Maxam, Elsie	Waterford
Marsh, Ward H.	Galien
Mayberry, Margaret L.	Grand Rapids
Martindill, Joe W.	Ludington
Marstellar, Jean Burr	Clinton
Mahn, Sarah Agnes	Cedar
Melody, James B.	Union City
Merritt, Gardia	Ionia

Meeks, Ida Vernicia	Danville, Ill.
Mey, Hannah	Forest Hill
Miller, Clayton Carrick	Ypsilanti
Mitchell, Florence May	Detroit
Morrisey, Evangeline M.	Grand Rapids
Moore, Lillian	Augusta
Moore, Grace Edna	Morenci
Moulton, Lucile	Buchanan
Moffatt, Helen Marion	St. Joseph
Monfort, Grace	Mendon
Mowerson, H. P.	Durand
Mowrey, Meta Belle	Three Rivers
Moore, Edgar A.	Cambria
Munger, Ella May	Ypsilanti
Moore, Flora	Galesburg
Mullenhagen, Louise	Petoskey
Murphy, Helen Mary	Ypsilanti
Murphy, Cora	Versailles, O.
* Mutchler, Myrtle E.	Buchanan
Meyer, Emma	Centerville
Nason, Harriet	Saginaw, E. S.
Nelson, Mary	Hudson
Nixon, Bertha	Coldwater
Nimmo, Reay	Cheboygan
Oram, Myrtle Agnes	Pocatello, Idaho
Orr, Bertha	Toledo, O.
Oliff, Minnie E.	Clio
Paxton, Clyde F.	Marshall
Packard, Tena L.	Salem
Pariseau, Marie Anne	Iron Mountain
Parsons, Myra	Delray
Partch, Hoyt Carlton	Armada
Parsell, Myrtie Mae	Caro
Parent, Anna Phœbe	Redford
Parmater, Emma J.	Ypsilanti
Pease, C. Adelaide	Sault Ste. Marie
Petit, Delia Louise	Port Huron
Preston, Ella	Grass Lake
Preble, Edward Francis	Niles
Perry, C. D.	Fayette
Pester, Sara Emily	Ypsilanti
Pessell, Lucy	Quincy
Peters, Stella Mae	Petersburg
Preston, Maggie Belle	Grass Lake
Pretty, Phea H.	Spring Arbor
Pheil, Florence V.	Coleman
Perry, Seymour	Grand Blanc

*Deceased.

Pitts, Maybelle Lucile	Constantine
Piatt, Lida May	Laingsburg
Pilcher, Leonora H.	Albion
Pilcher, Ellen	Albion
Price, Nellie Catherine	Mason
Rathbone, Mabel	Mason
Raplee, Belle	Jonesville
Rawson, Elizabeth E.	Clinton
Ramsey, Bertha	Portland
Rasmussen, Hannah	Ludington
Reed, Adelia	Alma
Reisinger, Cora	Cedar Springs
Reynolds, Emma H.	Rives
Reinelt, Bertha	Harbor Beach
Reincke, John F.	Marshall
Rice, Harry E.	Elsie
Rice, Frank Sophia	Ypsilanti
Rodger, Mary A.	Mancelona
Rogers, Fayette N.	Homer
Robertson, John S.	Waldron
Ross, Lucile	Ypsilanti
Root, Edson	Bangor
Rosenfield, Benjamin B.	Grand Rapids
Robinson, Lillie	Dexter
Romig, Lee V.	Dundee
Russell, Mabelle	Mt. Clemens
Ruth, Myrtle	Benton Harbor
Slates, L. Ada	Constantine
Schwable, Bertha	Greenville, O.
Shaver, Frances Woodard	Durand
Swaine, Jessie Cary	Ypsilanti
Sanders, Flora Belle	Wyandotte
Sage, Tilla M.	Ypsilanti
Shaw, Myrtle M.	Ypsilanti
Starr, Marjorie	Goshen, Ind.
Schafer, Lenna	Ypsilanti
Spalding, Lucinda	Quincy
Santee, Nellie M.	Charlotte
Sharpe, Gertrude	Sault Ste. Marie
Sprague, Birdelle M.	Ypsilanti
Seaton, Florence Aileen	Almont
Scheufler, Ida Emilia	Sandusky, O.
Sherwood, Kate	St. Joseph
Stevens, Mary	Owosso
Seymour, Emily	Flint
Stevens, Arthur J.	Bangor
Selby, Guy W.	Clio
Stevenson, Katherine A.	Detroit

Stevenson, Anna C.	Grand Rapids
Spencer, Roy E.	Ypsilanti
Steimle, Clemens P.	Atlantic Mine
Sherman, Albert E.	Judds Corners
Sherman, Ernest F.	Leslie
Stellwagen, Elizabeth	Wayne
Shepard, Jessie	Detroit
Silk, Edith	Hillsdale
Skinner, Alice	Ann Arbor
Smith, Harriett E.	Grand Rapids
Smith, Nellie E.	Ludington
Smith, Fred P.	Alpena
Smith, Walter E.	Jonesville
Smith, Edith	Wyandotte
Smith, Ardella	White Pigeon
Smith, Ida	Schoolcraft
Smith, Minnie R.	Carson City
Smith, Elmer	Olney
Smith, Lawrence J.	Denton
Smith, Linnee	Butler
Smith, Callie L.	Saline
Smith, Maud	Almont
Slocum, Howard E.	Corunna
Southworth, Clara Belle	Ovid
Sooy, Frank H.	Ypsilanti
Squires, Fred Hira	Ferry
Squires, Evalyn	Coldwater
Sullivan, Nellie	Hancock
Suwalsky, Augusta	Iron Mountain
Shunk, Della	Grawn
Smyth, Lillie Belle	Marshall
Tait, Annie	E. Tawas
Trask, Anna Louise	Alpena
Taylor, Fannie A.	Ann Arbor
Theiler, Marie A.	Grand Haven
Ten Houten, Kate	Holland
Thomas, Anna P.	Portland
Thomas, Ruth	Portland
Thompson, Bertha E.	Battle Creek
Thompson, Laura	Plainwell
Thompson M. Irene	Lawrence
Trotter Ida	Spring Lake
Thompson Elizabeth L.	Bad Axe
Tompkins Frank	Albion
Troub Minnie	Ypsilanti
Torrey, Reine	Cadillac
Townsend Emilie W.	Grand Rapids
Townsend Ethel	Almont

Townley Grace	Jackson
Townley Rena Mae	Jackson
Turner Edna Gertrude	Armada
Ullery Maude	Greenville
Ungers, Gertrude A.	Ludington
Udy, Beatrice May	Yankton, S. D.
Van Arsdale Maude Inez	Lowell
Vanden Bosch Hattie	Grand Haven
Van Zile Bertha	Northville
Vowels Elizabeth	New Hudson
Wagar Jessie M.	Okemos
Waltz Bessie	Marshall
Wallace Newell B	Williamston
Waldron, Zoe Ione	Cincinnatf
Wall, Ruth Catherine	Cadillac
Ward Frances	Ypsilanti
Walton Martha	Plainwell
Walton May Elodia	Jackson
Watkins Cecelia Joslin	Petoskey
Watkins Stephen I.	"
Welcher, Charles	Marcellus
Wetherbee Virginia	Vicksburg
Weber Lorne W.	Elkton
Webb, Laura May	Ypsilanti
Winnie Jessie	Grand Ledge
Wilson, Ida	Mt. Clemens
Williams Frances L	Richland
Witt Clara I.	Almont
Willsey Frances Glennie	Ypsilanti
Wilson, Lenora Mae	Constantine
White, Louise	Kalamazoo
Wisman Geo. W.	Clayton
Wilber, Horace C.	Millington
Withey Estella Vera	Ypsilanti
Wright Alta M.	Galien
Williams, Maude B.	Ironwood
Withrow Floyd G.	Williamston
Wood Harriet, J.	Luther
Wood Lena	Ypsilanti
Wood Grace	Charlotte
Woodruff Sara Mahan	Benton Harbor
Woodhams Bertha Carey	Lapeer
Wolven, Bertha	St. Clair

FOURTH YEAR STUDENTS

Adams, Emma	Fowlerville
Akwell, Bessie	Muskegon
Albertson, Helen A.	Athens

Agrell, Louise	Ypsilanti
Allen, Lydia J.	Greenville, O.
Axtell, Eudora	Walnut, Ill.
Allen, Winifred Mary	Sault Ste Marie
Arbour, Belle	Delton
Arnold, Erma Lou	Ovid
Anschutz, Eva	E. Tawas
Austin, Bertha M.	Lowell
Andrus, Margaret	Petoskey
Ballard, Edna G.	Manton
Balyeat, Orley E.	Lake Odessa
Ball, Jessie	Detroit
Baxter, J. H.	Camden
Bartlett, Carrie Moran	Harbor Beach
Bennett, Angie Maude	Carson City
Betzner, Elfreada Marguerite	Detroit
Becker, Maude E.	Dowagic
Best, Leila Peta	Grand Rapids
Bergin, J. Dollie	Howard
Benson, Rose May	Eaton Rapids
Bearss, Lettie	Shelby
Bixler, Fleda	Three Rivers
Bidleman, Anna Minerva	Schoolcraft
Bierkamp, Mary	Wyandotte
Bird, Jennie Elizabeth	Jackson
Boston, Flora	Nashville
Brooks, Sarah J.	Beddow
Boden, Jennie M.	Detroit
Brown, Bertha A.	Locke
Brown, Ethel A.	Manistique
Brown, Dora Lillian	Middleville
Brooks, Harriet E.	Grand Rapids
Boyle, Genevieve	Leslie
Burton, W. G.	Mt. Pleasant
Bull, Jennie V.	Petoskey
Burnett, Phoebe	Cheboygan
Butler, Maud A.	Jackson
Burgess, Lucy	Schoolcraft
Carr, Gertrude	Anderson
Caster, Mary	Flint
Carpenter, Nellie K.	Owosso
Cavanaugh, Catherine	London
Chapman, Edwin Ray	Traverse City
Carmichael, Kittie	Hudson
Chapman, Ivan Edgar	Ypsilanti
Cady, Nellie Gladys	Mt. Clemens
Champlin, Anna Grosvenor	Jonesville
Chamberlain, Sarah	Hancock

Edmonds, George Palmer	Wayne
Flanders, Mabel Ellena	Kalamazoo
Franklin, Ettie Blanche	Wyandotte
Farnsworth, Inez S.	Madelia, Minn,
Ferguson, William A.	Ypsilanti
Fletcher, Fanny	Ypsilanti
Fisher, Lillian	Caseville
Fisher, Emma Elvira	Ludington
Flint, Marguerite	Woodstock
Foote, Lydia	Niles
Fox, Eleita M.	Marshall
Fox, Edward J.	Williamston
Follmer, Frances	Schoolcraft
Fowler, Bertha	Owosso
Fuller, May	Lansing
Fullington, Frances E.	Ypsilanti
Graves, Chancey Arthur	Ypsilanti
Graves, Margaret Turner	Jackson
Gaige, Florence	Jonesville
Gaffney, Rose	S. Lake Linden
Gass, Omar Marcus	Ypsilanti
Gannon, George	Cohoctah
Green, Lorena Vivian	Detroit
Greene, Clarence Elijah	Ypsilanti
Gilmore, Julia Emma	Ridgeway
Gibson, Mamie E.	Ypsilanti
Gillespie, Wilmer J.	Denton
Gilbert, Evelyn	Wauwatosa, Wis.
Griswold, Frances M.	Ovid
Griffith, Mae Ella	Litchfield
*Godfrey, Minna M.	Harbor Beach
Goodrich, Emma May	Ann Arbor
Goodrich, Frances Gleason	Omer
Goodrich, Bessie Bacon	Kalamazoo
Gow, Mary	Cadillac
Goodale, Albert Oscar	Petoskey
Goodfellow, Theodore	Ypsilanti
Hamilton, Elizabeth	Cheboygan
Hawken, Margaret Lillian	Carson City
Harner, Elden C.	Ypsilanti
Harrison, Lilian	Monroe
Hathaway, Leon O.	Ypsilanti
Hale, Wych Hazel	Shelby
Harper, Laurel	Milford
Habbermann, Anna	Holland
Haddrill, Mattie Leona	Ypsilanti

*Deceased.

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Decatur
Saline
Ypsilanti
Oswego
Bloomingdale
Cassopolis
[illegible]
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Decatur
North Branch

Lister, Florence Daisy	Trenton
Lepper, Nora C.	Hickory Corner
Lefurge, Charles E.	Ypsilanti
Lent, Mary L.	Ypsilanti
Lownsbury, Nellie	Ypsilanti
Lumley, Lena Maude	Detroit
Lull, Homer Benjamin	Ypsilanti
Luttenton, Harry Milton	Jackson
McCredie, Helen Stevenson	Croswell
McCleish, Jessie Lourene	Goodland
McNeil, Mabel	Grand Blanc
McLean, Jennie	Hancock
McGillivray, Minnie	Muir
McArthur, Jennie	Cass City
McAdam, Minnie	Clinton
McArthur, Julia	Detroit
McCausey, Daisy	Portland
McWhinney, Percy George	Fremont
McBride, Marguerite May	Schoolcraft
McDonald, Grace	St. Johns
McDonald, Rose Jane Cameron	Acme
MacInnis, Sarah	Ishpeming
MacInnis, Ella	Ishpeming
McIntyre, Edyth	Bay City
Mattison, Kate S.	Ypsilanti
Mason, Mary L.	Owosso
Maier, Ida C.	Ann Arbor
Maddock, Sarah	Wyandotte
Marx, Harriet Guam	Port Huron
Mason, Paul P.	Ypsilanti
Martin, Florence Agnes	Chelsea
Meade, Anna	Danville. Ill.
Meade, Blanche M.	Saline
Mercer, Frances Lucy	St. Clair
Millard, Emma Luella	Hersey
Miller, Beryl	Detroit
Mosher, Adah Pearl	Grand Rapids
Morse, Kate Mary	Carson City
Moore, Katherine Dorothy	Traverse City
Monk, Lizzie A.	Plainfield
Moyer, May Ethelyn	Williamston
Morrison, Agnes	Paw Paw
Narrin, John	Ortonville
Nevins, Josephine A.	Otsego
Nichols, Lillian Maude	Stanton
Nichols, Marie	Lansing
Oakes, Tillie A.	Wayne
O'Keefe, Eva	Port Huron

[illegible]

Small, William H.	Ypsilanti
Shaw, Lola M.	Litchfield
Sanborn, Winifred	Decatur
Spalding, Adah	Portland
Sprang, Loresta	White Pigeon
Scanlon, Jennie Mildred	Sault Ste. Marie
Sleezer, Margaret Myrtle	Evart
Shepard, Edith E.	Burr Oak
Secor, Loa	Bronson
Sheppard, Chester Arthur	Fremont
Stebbins, Leon A.	Lawrence
Searle, Daisy Ruth	Mason
Schneider, Catherine Estelle	Grand Rapids
Stein, Carrie	St. Clair
Springman, John C	Stockbridge
Skillen, Elizabeth	Iron Mountain
Skinner, Edna L.	Cooper
Shingler, Helen	Delray
Smith, Lowell W.	Albion, N. Y.
Smith, Mattie A.	Bath
Smith, Jay Hale	Milan
Schmitt, John J.	Sebewaing
Smith, Ella	Ubly
Smith, Lillian Catherine	Marine City
Schoenhals, Kate	Howell
Scoville, Esther	Manistee
Shoemaker, Anna	Spring Lake
Spokes, Agnes Mae	Norvell
Suwalsky, Mary	Iron Mountain
Summer, John Elmer	Armada
Sullivan, Catherine	Negaunee
Taylor, Seth M.	Napoleon
Taylor, A. Florence	Marcellus
Thayer, Lottie M.	Buchanan
Terpening, Christie	Reading
Treadgold, Maybell A.	Albion
Treadgold, Nellie M.	Albion
Temple, Helen	Hersey
Tillotson, Lloyda Eleanor	Shelby
Tice, Ethel	Cushing
Thomas, Edith	Alden
Thon, Edna L.	Wyandotte
Torrey, Frank A.	Lake City
Thorburn, Rose	Holt
Tucker, Jessie Mary	Albion
Van Deventer, Ellis G.	Clinton
Van Bendegon, Cora	Grand Haven
Van Riper, Bertha	Cassopolis

Van Buren, Elsie T.	Ypsilanti
Waring, Bernice Eloise	Kalamazoo
Watson, Alice	Sault Ste. Marie
Wallin, Maraquita	Northville
Wackenhut, Lettie	Chelsea
Wallin, Alice Rebecca	Northville
Watson, Mae Georgiana	Ypsilanti
Wheaton, Frank Wilbur	Grass Lake
Welch, Mary H.	Grand Rapids
Weidemann, Mary Louise	Ypsilanti
Weyers, Eleanor Blanche	Port Huron
Webb, Mabel Eleanor	Hancock
Weyant, Emma	Mt. Pleasant
Winch, Bertha M.	Dayton, O.
Whittaker, Goldia	Eaton Rapids
White, Frank M.	Ypsilanti
Wilson, Elmer J.	Union City
Whitmoyer, Clinton Benjamin	Charlevoix
White, Jennie Belle	Ypsilanti
*Wood, G. Ward	Bangor
Worden, Orpha	Grand Ledge
Wood, Sarah M.	Portland
Wood, Allen F.	Ypsilanti
Wood, George Lewis	Frankfort
Woodbury, Esther M.	Ypsilanti
Yutz, Carrie Louise	Hastings
Young, Gertrude	Allegan
Zacharias, Stella	Portland
Zeigen, Frederic Hermann	Ypsilanti

COLLEGE GRADUATES AND CANDIDATES FOR DEGREE B. PH.

Cady, Mary V., B. A.	Ypsilanti
Douglas, Ernest A., B. A.,	Newberry
Raub, Katherine E., B. S.	Albion
Rice, Earl Robert	Ypsilanti
Tucker, Jessie, B. S.	Albion

POST GRADUATES

Agnew, Hugh E.	Hillsdale
Arney, Beulah	Ypsilanti
Agnew, Claudia	Hillsdale
Allison, Clara	Ypsilanti
Arnold, Amy	Ovid
Brems, Olive	Yysilanti
Boutell, Horace	Ypsilanti
Butterfield, Frances	Owosso
Butler, Leslie A.	Centerville

*Deceased

Chase, Clara	Bay City
Cavanaugh, Alphonso W.	London
Chase, Alta B.	Otsego
Chase, Martha	Ypsilanti
Clement, Aurora	Ypsilanti
Clippinger, E. E.	Pipestone
Cooper, Kate	Owosso
Dake, Nora	Milford
Davis, George Laverne	Clinton
Davis, Darrell H.	Jackson
Dicus, Italy	Ypsilanti
Faling, Lulu R.	Kalamazoo
Gardner, Harry E.	Carson City
Gano, Jennie	Benton Harbor
Goodrich, Francis L. D.	Ypsilanti
Goller, Mary	Englishville
Groff, Arthur D.	Grand Rapids
Harper, Anna	Milford
Haynor, Earl	Ypsilanti
Hendershot, F J.	Ypsilanti
Holmes, John T.	Hudson
Holbrook, Emma	Ypsilanti
Krenerick, H. Clyde	Albion
Kilgour, Bertha	Marlette
Klotz, Jay B.	Constantine
Lindstrem, Clara E. M.	Muskegon
Miller, Rutherford B.	Belleville
Mitchell, John W.	Monroe
Moore, Ira M.	Ypsilanti
Morgan, Katie	Ypsilanti
Murray, Edwin S.	Ypsilanti
Nash, Edna	Ypsilanti
Palmer, Dora R.	Lapeer
Pemberton, Claude L.	Ypsilanti
Phillips, Addison LeRoy	Montpelier, O.
Powers, Cecile	Ypsilanti
Reed, Ernest J.	Ypsilanti
Reil, Sylvia	Bessemer
Riggs, W. D.	Flat Rock
Roberts, Mabel	Flint
Rohn, Minnie	Brighton
Shaw, Edith	Ypsilanti
Snedicor, Fred G.	Ypsilanti
Stitt, Albert C.	Ypsilanti
Snowden, Alice Eddy	Alva, Okla.
Stocoum, Clara J.	Ionia
Sloan, Nettie	Ypsilanti
Travis, J. B.	Jonesville

Thomas, Eleanor	. .	Ypsilanti
Warren, Marcella	. .	Ypsilanti
Ward, Shirley	. .	Ypsilanti
Wentworth, Wm. H.	. .	Hart
Wilcox, Felix Eugene	. .	Addison
Whitcomb, Lemley P.	. .	Ypsilanti
Worts, Sarah P.	. .	Ypsilanti
Wood, Rose Louise	. .	Ypsilanti
Wood, Allen F.	. .	Ypsilanti

SPECIAL STUDENTS

Brown, Alice	. .	Ypsilanti
Campbell, Sarah	. .	Ypsilanti
Garner, Lota H.	. .	Ann Arbor
Kimmell, Lloyd Ray	. .	Ypsilanti
Smith, Maggie	. .	Locust, Ga.
Smith, Maye	. .	Locust Grove, Pa.
Wheaton, Amy L.	. .	Grass Lake
Winters, Helen	. .	St. Paul, Minn.

CONSERVATORY STUDENTS

Alban, Mrs. Walter	Piano	Belleville
Adams, Nellie M.	Violin	Ionia
Adamson, Estelle	Piano and vocal	Brownsville
Allen, Pearl	Vocal	Fremont, O.
Allen, Winifred	Public school	Sault Ste. Marie
Angstman, Flora L.	Music and drawing	Southfield
Arnot, Cora Ella	Piano	Ypsilanti
Arnold, Amy	Vocal	Ovid
Atherton, Grace	Piano	Gaines
Atherton, Olive T.	Piano	Gaines
Ayres, Donna L.	Public school	Ypsilanti
Ballou, Cora	Vocal	Ypsilanti
Badder, May	Vocal	Clarksville
Baggerly, J. R.	Vocal	Leslie
Blaich, Mertie	Vocal	Ann Arbor
Brabb, R. H.	Vocal	Ypsilanti
Braisted, Lou	Piano	Ypsilanti
Brems, Olive	Vocal	Ypsilanti
Beardsley, Clara F.	Vocal	Hersey
Bergin, Frankie	Piano	Howell
Benson, May	Piano	Eaton Rapids
Benson, Lois	Piano	Ypsilanti
Bird, Elizabeth	Piano and vocal	Jackson
Bonney, Alice	Vocal	Thompsonville
Boylan, Burr L.	Public school	Meridian
Bostick, Arthur	Piano and vocal	Millington
Brown, Helen L.	Piano and vocal	Ypsilanti

Broesamle, Anna	Piano	Carson City
Blood, Mabelle	Piano	Laingsburg
Bull, Jennie	Piano	Petoskey
Boyle, Genevie	Vocal	Leslie
Blue, Belle	Vocal	Ypsilanti
Brickley, Minnie	Piano and vocal	Ionia
Buell, Rex L.	Organ	Ypsilanti
Buell, Roy J.	Vocal	Ypsilanti
Burton, Fannie C.	Vocal	Ypsilanti
Buck, Elizabeth	Public school	Three Rivers
Chase, Clara	Vocal	Bay City
Carleton, Mabel	Public school	St. Joseph
Chapman, Merna	Vocal	Ypsilanti
Craft, Mattie	Vocal	Grass Lake
Cleveland, Cora	Vocal	Flint
Childs, Edna	Public school	Ypsilanti
Christian, Mary	Music and drawing	Ypsilanti
Colvan, Barry	Violin	Ypsilanti
Colvan, Ellen	Piano	Ypsilanti
Cook, Abigail	Vocal	Grand Blanc
Cope, Katie	Piano	Ypsilanti
Cross, Alice C.	Piano	Cherry Hill
Cook, Alma	Organ and piano	Hanover
Cluff, A. C.	Vocal	Detroit
Davis, Lucy	Piano	Ypsilanti
Dawson, Florence	Piano and vocal	E. Dayton
Densmore, Harriet	Vocal	Ann Arbor
Da Foe, Mabel	Vocal	Ypsilanti
Dobson, Gertrude	Vocal	Quincy
Doud, Maud	Public school	Ypsilanti
Everhart, May	Violin and vocal	Jones
Elliott, Emma	Vocal	Ypsilanti
Ellis, Charlene	Vocal	Flint
Ellis, Fred G.	Vocal and piano	Ypsilanti
Ellsworth, Dan.	Vocal	Ypsilanti
Farlin, L. H.	Vocal	Ann Arbor
Fraser, Edna	Public school	Port Huron
Feas, Eva	Vocal	Centerville
Fisher, Caroline	Vocal	Detroit
Faucher, John	Piano	Ward
Fitch, Edna	Piano	Howell
Foerster, Nellie	Violin	Ypsilanti
Faucher, Marie	Public school	Saginaw, W. S.
Gannon, Geo. W.	Vocal	Cohoctah
Garrison, EdithR.	Vocal	Fremont
Gillespie, Retta	Piano	Ypsilanti
Gill, Joseph	Piano	Markell
Gilray, Ina	Public school	Sault Ste. Marie

[illegible], Minnie	Vocal	Farmington
[illegible]	Piano	Gladstone
[illegible]	Vocal	[illegible]
[illegible]	Piano	Ypsilanti
[illegible]	Piano	Ypsilanti
[illegible]	Piano	Bellevue
[illegible]	Piano	Ypsilanti
[illegible]	Vocal	Ypsilanti
[illegible]	Violin	Wayne
[illegible]	Piano	[illegible]
[illegible]	Piano and vocal	Lexington
[illegible]	Vocal	Ann Arbor
[illegible]	Piano	Jackson
[illegible]	Violin	[illegible] City
[illegible]	Piano and vocal	Ypsilanti
[illegible]	Music and drawing	Pontiac
[illegible]	Public school	Coldwater
[illegible]	Piano	Elsie
[illegible]	Vocal	[illegible]
[illegible]	Piano	Ypsilanti
[illegible]	Piano	Ypsilanti
[illegible]	Piano	Ypsilanti
[illegible]	Piano	Newberry
[illegible]	Music and drawing	Ypsilanti
[illegible]	Piano	Traverse City
[illegible]	Public school	Lowell
[illegible]	[illegible]	Ypsilanti
[illegible]	[illegible]	Ypsilanti
[illegible]	Music and drawing	Ypsilanti
[illegible]	Vocal	Ypsilanti
[illegible]	Music and drawing	Ypsilanti
[illegible]	Piano	Lapeer
[illegible]	Piano	Gaines
[illegible]	Piano	Ypsilanti
[illegible]	Piano	Hersey
[illegible]	Piano	Ypsilanti
[illegible]	Piano	Ypsilanti
[illegible]	Public school	Ypsilanti
[illegible]	Vocal	Battle Creek
[illegible]	Vocal	Shepherd
[illegible]	Piano	Riley Center
[illegible]	Vocal	Glencoe, Ont.
[illegible]	Piano	Whittaker
[illegible]	Vocal and piano	Worden
[illegible]	Vocal	Ypsilanti
[illegible]	Piano	Ypsilanti
[illegible]	Vocal	Ypsilanti
[illegible]	Piano	Clio

Payne, Clyde	Vocal	Grand Rapids
Paquette, Pearl	Vocal and piano	Cheboygan
Pray, Mrs. B. M.	Vocal	Redlands, Cal.
Pease, Helen	Piano	Ypsilanti
Peckham, Carrie	Vocal	Casnovia
Penniman, Florence	Vocal	Ypsilanti
Pickett, Grace	Piano	Leslie
Pierson, Merinda	Piano	Plymouth
Potter, Eleanor	Public school	Ypsilanti
Powers, Cecile	Vocal	Ypsilanti
Pratt, Ruby	Piano	Ypsilanti
Pryor, Nellie M.	Vocal	Hastings
Powers, Mrs. C. A.	Vocal	Ann Arbor
Raymond, Lucy	Piano	Houghton
Riblet, Donna	Vocal	Newaygo
Rieman, Elizabeth	Piano	Hadley
Rice, Adriance	Vocal	Moscow
Robertson, Blanche	Vocal and piano	E. Jordan
Root, Dot	Piano	Ypsilanti
Rose, May	Piano	Ypsilanti
Ross, Mrs. De Forest	Piano	Ypsilanti
Starr, Marjorie	Organ	Goshen, Ind.
Satterlee, Bruce	Violin	Howell
Seymour, Cora	Music and drawing	Coldwater
Shields, Madge	Music and drawing	Marlette
Sibenaler, Agnes	Piano	Menominee
Sisson, Grace	Vocal	Imlay City
Sisson, Clara	Vocal	Ypsilanti
Smith, Beatrice	Piano	Fenton
Smith, Bernice	Piano	Ypsilanti
Smith, Geneva	Piano	Ypsilanti
Spencer, Harold	Vocal	Ypsilanti
Stitt, Albert C.	Vocal	Ypsilanti
Skinner, Edna	Public school	Kalamazoo
Strang, Claribel	Piano	Ypsilanti
Taylor, Mella	Vocal	Ann Arbor
Thorn, Veva	Piano	Ypsilanti
Toan, Nannie	Vocal	Lyons
Tracy, Mayme	Public school	Ypsilanti
Tupper, Inez E.	Music and drawing	Ypsilanti
Turner, Ida	Piano	Sunfield
Van Cleve, Antoinette	Violin	Ypsilanti
Van Every, Pauline	Vocal	Grand Rapids
Vivian, R.	Vocal	Ypsilanti
Vought, Abby	Vocal	Ypsilanti
Vroman, Pearl	Piano	Vicksburg
Wallin, Alice	Vocal	Ypsilanti
Wasson, Margaret	Vocal	Plainfield

Warren, Fay	Violin	Union City
Webb, Mabel	Piano	Ypsilanti
Westcott, Myrtle	Piano	South Haven
Wheeler, Effie	Piano	Manton
Wheeler, Mary	Vocal	Plainwell
Winnie, Mabel	Vocal	Grand Ledge
Wilber, Mrs. Fred.	Vocal	Ypsilanti
Wilber, Mrs. H. Z.	Public school	Millington
Wiley, M. L.	Vocal	Sault Ste. Marie
Witte, Ethel	Music and drawing	Nashville
Wolf, Chas. F.	Vocal	Pioneer, O.
Wood, Lydia	Vocal	Grand Ledge
Wortley, Ellen C.	Vocal	Ypsilanti

POST GRADUATES

Bird, Myra L.	Vocal	Gregory
Brown, Howard	Organ and vocal	Ypsilanti
Coombs, Lotta	Vocal	Ypsilanti
Deubel, DeLynn	Vocal	Ypsilanti
Egeler, Florence	Organ	Wayne
Gareissen, Isabella	Vocal	Ypsilanti
Innis, Millicent	Vocal	Pikes Peak
Lawton, Belle	Piano and vocal	Ypsilanti
Mansfield, Grace	Piano	Ypsilanti
White, Minor E.	Piano and organ	Ypsilanti

UNCLASSIFIED

Atkins, Irene	. .	Port Huron
Armstrong, Myrta	. .	Toledo, O.
Armstrong, Alice R.	. .	Port Huron
Bailey Jennie	. .	Reading
Bemiss Lutie A	. .	Ypsilanti
Benton Harriet	. .	Van Wert, O.
Bostwick Ida	. .	Fowlerville
Brown Thomas D.	. .	Clio
Bonney, Alice	. .	Thompsonville
Bodine Anna	. .	Clio
Clark May	. .	Fenton
Cleveland Cora	. .	Flint
Crittenden Carelton P.	. .	Stafford
Connolly Lizzie	, .	Port Huron
Cook, Ethel M.	. .	St. Johns
Cope Cora	. .	Marion
Clyne L. A.	. .	Caro
Darnold Martha L.	. .	Troy, O.
Dongan S. Agnes	. .	Fostoria, O.
Edwards Stella	.	Flint

Foster Ethelyn	Manistee
Graham Florence	Greenville
Green Edith M.	Pittsford
Hawthorne Rose	Plymouth
Herbison Jessie	Bath
Hickey Ida	Grand Rapids
Hubbell Winnifred	Saginaw, W. S.
Huhn Mary	Saranac
Jones Emily	Fostoria, O.
Karmsen Zelma	Greenville
Karchner H. S.	Rose City
Kelly Margaret	Port Huron
Kopp, Ellen A.	Hillsdale
Lawther Mabel	Gaines
La Forge Hattie	New Boston
La Prad May	Monroe
Lee Cora Port	Port Huron
Litchfield Millie	Dexter
Lindley Edith	Portland
Lockwood Nellie	Pittsford
McCallum Mary	Port Huron
McLaren Annette	Alma
MacArthur Isabelle	Cass City
McNicol Elizabeth	Port Huron
McClure Marguerite	Saginaw
Macauley Allison	Armada
Minard Eleanor J.	Ypsilanti
Moore Alice	Frontier
Murphy Morgan	Tawas City
Nesbitt Alice	East Tawas
Nixon Clara M.	Flint
Norris Ella A	Tecumseh
Phelps A. J.	Wacousta
Prendergast Nettie B.	Detroit
Perry Emma	Ellsworth
Pinck Mamie	Flat Rock
Poe Rilla	Van Wert, O.
Quail Margaret	Croswell
Renwick Jessie May	New Hudson
Richards Jessie	Clio
Robb Mary	Deer Creek
Robb Nellie	" "
Rowland Alice	Lawrence
Ruppert Laura	Plymouth
Slater Pearl	Lapeer
Spray Victoria	Waldron
Stevens Anna	London
Smith Grace	Fenton

Smith Gertrude	Elmira
Smith Mildred	Flint
Smith Clara A.	Port Huron
Soutar Agness	" "
Snyder Hettie	Pittsford
Taft Camilla	Plymouth
Taft Gertrude	"
Travis J. W.	Milford
Taber Ella E.	Grand Ledge
Thomas Hope	Portland
Turner Nellie	Vanderbilt
Tucker Florence	Van Wert, O.
Way Mary E.	Port Huron
Walsh Nellie L.	Grand Rapids
Welch Elizabeth	Milford
Westland Grace	Grand Ledge
Wheeler Pearl	Greenville
White Lulu	Somerset
Wilson Ella	Van Wert, O.
Willis Alice	Port Huron
Woodward Jessie H.	" "

LIST OF GRADUATES, JUNE 20, 1900

Diploma Courses, Life Certificates

Adams Mrs. Leona Mallison	Shelby
Angstman Clydia Mae	Beddow
Allen Mary Ethel	Charlotte
Agnew Mary Ruey	Hillsdale
Averill Mollie Evelyn	Benton Harbor
Arney Beulah Jane	Ypsilanti
Atkins Ina Estelle	Petoskey
Arnold Amy Alma	Ovid
Austin Mabel Warner	Milford
Allyn Minnie Clona	Chelsea
Ballou Cora Mansfield	Ypsilanti
Blandford Daisie James	Grand Rapids
Bauerle Martha Maude	Petoskey
Barley, Edith Mary	Detroit
Black, Elmer J.	Pittsford
Brems, Olive Mabel	Ypsilanti
Berger, Minnie Helen	Grand Rapids
Bright, Cora E.,	Port Austin
Bishop, Orra Oscar	Galesburg
Bower, Mathilda Harriet	Manton
Bourns, Marcella	Leonidas
Bowers, Edna H.	Marshall
Brophy, Frances C.	Columbus

Brown, Catharine Mabel	Lapeer
Blodgett, Herbert Cady	Ludington
Brockway, Benjamin Wells	Allen
Butler, Leslie Anderson	Centreville
Catton, Mattie L.	White Pigeon
Carr, Bessie S.	Cassapolis
Chapmrn, Lizzie B.	Utica
Carver, Gail Luke	Climax
Chapman, William Byron	Holt
Cameron, Ernest Temple	Sherman City
Chattaway, Edith Marian	Petoskey
Clark, Agnes Thom McQueen	Wyandotte
Clark, Genevieve	Willow
Crandall, Georgia Edna	Flint
Crandall, Clayton A.	Union City
Clement, Aurora Wetherbee	Ypsilanti
Clement, H. Harman,	Ypsilanti
Cecil, Callie Matilda	Ypsilanti
Childs, Mabel	Fowlerville
Clippinger, Erle E.	Benton Harbor
Cronk, Carrie Wealthy	Flint
Coddington, Ralph Waldo	Union City
Cole, Ada Esther	Fowlerville
Coles, Emma C.	Marquette
Cole, Inez Elvira	Fowlerville
Cole, Ira Arnold	Berlin
Conklin, Hugh William	New Lathrop
Cook, Anna Estes	Buchanan
Covert, Ida Martha	Ypsilanti
Coville, Roy Leighton	Galesburg
Churchill, Helen B.,	Portland
Currier, Mabel Adelle	Dayton
Cutler, Lillian Belle,	S. Riley
Crysler, Rose Ruth	W. Sumpter
Cryderman, Mae Laverna	Armada
Davis, George Leverne	Clinton
Dake, Nora Felicia	Milford
Dean, Carlotta L.	Ypsilanti
Dell, Marie W.	Lansing
DeVoe, Una Edith	Ypsilanti
Dohany, Emmet E.	Southfield
Donovan, Katherine Marie	Marquette
Dorrance, Susan Juliet	Ann Arbor
Doud, Maude Naomi	Ypsilanti
Dugas, Byrnina	Atlanta, Ga.
Dye, Andrew Gordon	Ypsilanti
Earl, Edith Josephine	Traverse City
Earle, Mina Mabel	Bronson

Edward, Merrick Knight	Adrian
Eldred, Laura Cynthia	Armada
Ella Ellsworth	Quincy
Embury, Irving William	Grand Blanc
Evans, Francis Lafayette	Sherwood
Everett, Henry L.	Ypsilanti
Ferguson, Lauretta May	Manistee
Feather, Cora C.	Nashville
Fisher, Raymond Newell	Flint
Fisher, Cora Bernice	Banfield
Foley, Marie Charbonneau	Ypsilanti
Foley, Mabelle Agnese	Calumet
Fox, John L.	Ludington
Fuller, Eva	Butternut
Garrison, Edith Blanche	Ypsilanti
Glaspie, Cora Debora	Oxford
Gano, Jennie	Benton Harbor
Grenier, Libbie Regina	Calumet
Greer, Irene W.	Northville
Gillespie, Andrew James	Minard
Gilding, Helen Roselle	Custer
Gilbert, Rose Etta	Arcadia
Gorton, Fred Q.	Ypsilanti
Goodell, Marinetta	Grand Rapids
Groff, Arthur O.	Woodland
Grozinger, Emma	Woodland
Grove, Selbie Denton	Pewamo
Gross, Katherine J.	Benton Harbor
Hauser, Louise Veronica	Vulcan
Hand, Gilbert W.	Emmet
Hambleton, Edwin C.	Elsie
Harper, Edith M.	Ypsilanti
Harter, Nellie Eva	Reed City
Haynor, Herbert Ora	Union City
Hamilton, Elizabeth	Bravo
Henning, Mary Elizabeth	Wyandotte
Heintz, Adah E.	Petoskey
Hixson, Alice May	Ypsilanti
Hipp, Louise Mathilda	Jackson
Hobart, Edith A.	Grass Lake
Holmes, Leo Beatrice	Albion
Hornsby, Lee	Traverse City
Hough, Bertha J.	Lapeer
Howard, Benjamin F.	Ypsilanti
Hoxie, Lyman Walter Lee	Ypsilanti
Hoyt, Cheever	Walled Lake
Hull, Melissa M.	Saline
Husted, Laura L.	Vassar

Wyandotte
Allen
Detroit
Calumet
Owosso
Parma
Cassopolis
Utica
Decatur
Webberville
Dayton, Ohio
Ypsilanti
Williamston.
Stockton, Cal.
Hancock
Harbor Beach
Chelsea
Ypsilanti
Centerville
Centerville
Pentwater
Carson City
Mt. Clemens
Ypsilanti
Gaylord
Detroit
Mason
Albion
Ypsilanti
Centerville
Ida
Battle Creek
Ypsilanti
Allegan
Ypsilanti
Ypsilanti
Petoskey
Ypsilanti
Dexter
Sparta
Traverse City
Schoolcraft
Northville
Quincy
Three Oaks
Ludington
Lake Linden
Big Rapids

Palmer, Cyrus A.	Ridgeway
Paine, Ada Margaret	Ypsilanti
Pett, Samuel U.	South Lyon
Pellegrom, Angie Kate	Grand Haven
Pemberton, Claude L.	Ypsilanti
Pedersen, Ida O.	Cadillac
Pixley, VanNeattia Furn	Hudson
Phillips Minnie S.	Nashville
Phinney Elsie Amitage	Monroe
Potter Una	Grand Rapids
Quello Lizzie	Calumet
Quirk Florence	Flint
Read Carrie Elsie	Richland
Read Ernest J.	Ypsilanti
Rankin Walter J.	Dundee
Reavey Thomas J.	Caro
Reese John	Eau Claire
Reil Sylvia Mary	Bessemer
Reid Earl	Alpine
Riley Bertha	Battle Creek
Rice Helene	Moscow
Richmond Nellie	Paw Paw
Rose Leora	Grand Rapids
Ross Julia Aletta	Ypsilanti
Root Chas. C.	Breedsville
Robinson E. Faith	Mt. Pleasant
Ronan Bertha M.	Middleville
Rockafellow Donna	Carson City
Russell Frances Flynt	Lansing
Russell Alice R.	Ann Arbor
Spalding May L.	Portland
Swartz Eva	Croswell
Sanford Carrie Bernice	Clifford
Salisbury Harry	Dayton
Snowdon Albert A.	Harbor Beach
Swanson Clara	Hudson, Wis.
Strang Carrie May	Ypsilanti
Stanton Edith Delight	Ludington
Stafford Ethel May	Cadillac
Schlegel Louise	Sturgis
Stevens Mary	Ironwood
Steves George H.	Brooklyn
Stevens Roy W.	Oxford
Switzer Flora Belle	Howell
Stillman Resi Grace	St. Louis
Sincock Jennie	Calumet
Sinclair Audie Belle	Grand Rapids
Slates Effie M.	Gibsonburg, O

Smith Julia E.	Grand Rapids
Smith Nellie Madeline	Eagle Harbor
Smith Grace Leona	Union City
Stowell Brainard Dor	Petoskey
Stocoum Clara J.	Ionia
Stoddard Edith May	New Haven
Stump Carl Case	Armada
Sullivan Mary Genevieve	Hadley
Shunk May Ella	Grawn
Stupenhusen Alma Viola	Rawsonville
Tallman, Carrie Dorcas	Belding
Timmons Gertrude	Niles
Tripp Clarence Spencer	Adrian
Thomson Mary	Cadilac
Tooker Herbert C.	Bath
Thomas Eleanor A.	Ypsilanti
True Mabel Clare	Armada
Turner Arthur E.	Jackson
Tuttle Mary Emma	Ypsilanti
Tyler Minnie Sturdevant	Ann Arbor
VanBuren Lorena	Ypsilanti
Van Sice Nellie	Wayne
VanRiper Margaret Eva	Ypsilanti
VanSice Lizzie	Wayne
Vandevort Claribel	Hudson
Vestling Esther Matilda	Ludington
Watkins Emma Sophia	Elk Rapids
Waldron N. Mildred	Midland
Wattles Inez P.	Kalamazoo
Waterman Olney A.	Ypsilanti
Ward Shirley	" "
Webb Bessie Lansing	Mason
Wentworth William Henry	Hart
Werkman Jennie	Holland
Wilson Kathleen M.	Port Huron
Wolf Mabel Catherine E.	Lansing
Woodford Jennie	Niles
Wood Rose Louise	Ypsilanti
Worts Sarah P.	" "
Woodman Isabelle B.	Grand Rapids
Wortley Myrtelle D.	Ypsilanti
Woodman Emma	Paw Paw
Wyman Alice Marian	Nuncia
Wye Theodora Ethel	East Tawas
Youngs Bertha	Evart
Yarrington Nellie M.	Ann Arbor
Yarrington Ida M.	And Arbor

DEGREE B. Pd.

Austin, Mary Hartley, Albion.

DEGREE M. Pd.

McLouth, Lewis, M. A., Ph. D., New York City.

FIVE YEAR CERTIFICATE

Allen, Jennie Ruth	Homer
Ackermann, Martha B.	Flint
Breen, Margaret J.	Cadillac
Cady, Blanche C.	Grass Lake
Carter, Carrie L.	Newaygo
Eccles, Mary	Wyandotte
Egeler, Florence	Wayne
Failor, John W.	Quincy
Flatt, Ella May	Hudson
Filley, Edna	Reed City
Gibbs, Lottie May	Three Rivers
Gillespie, Sarah	Gaines
Johnson, Jessie Margaret	Kalamazoo
Kilmer, Alfred E.	Reed City
Kleyn, Anna	Holland
Lawson, Lottie	Sault Ste. Marie
LaBarr, Maude Kathryn	Kalamazoo
Little, Flora Claribel	Delray
Loughborough, Elizabeth Anna	Kalamazoo
Lockwood, Jessie	Hillsdale
Lyon, Lorenzo Merritt,	Eaton Rapids
Lyon, Laura Lucile	Dexter
Maier, Pauline J.	Ypsilanti
Moon, Carrie Elizabeth	Houghton
Murdoch, Mabel Janet	Pigeon
Myhrs, Julia Elizabeth	Pike's Peak
McDonald, Grace A.	St. Johns
Parker, Lena Martha	Munger
Perkins, Rose	Ironwood
Pennell, Wm. Earl	Berrien Springs
Pope, Flora Alberta	Vermontville
Potter, Mary Lenore	Willis
Rieman, Ella Helen	Hadley
Ruesink, William	Tipton
Ryan, Dessalee	Midland
Smith, Mattie A.	Bath
Taylor, Agnes M.	Greenville
Winn, Bertha	Kalamazoo
Vood, George L.	Frankfort

SEPTEMBER, 1900. LIFE CERTIFICATES

Akwell, Bessie	Muskegon
Boston, Flora R.	Northville
Caster, Mary	Flint
Dennis, Mary Leone	Williamston
Fox, Edward James	Williamston
Ferguson, William A.	Manistee
Goller, Mary Anna	Englishville
Gow, Mary McAdam	Cadillac
Huyck, Bertha Emma	Butternut
Harper, Laurel May	Milford
Harrison, Lillian May	Monroe
Knoll, Vesta M.	Dundee
Knooihuizen, Marguerite	New Holland
Kingsbury, Jessie	Cassopolis
Kopp, Edna Gladys	Ashland, O.
Lepper, Nora Curtis	Hickory Corners
Lindstrem, Clara E. M.	Muskegon
Preston, William K.	Grass Lake
Phillips, Addison L.	Montpelier, O.
Rees, Anna E.	Harbor Beach
Shingler, Helen M.	Delray
Small, William H.	Ypsilanti
Sanborn, Winifred C.	Decatur
Salisbury, Maude	Ann Arbor
Suwalsky, Mary	Iron Mountain
Torrey, Frank A.	Lake City
Worden, Orpha E.	Ypsilanti
Wood, Allen F.	Ypsilanti
Whittaker, Goldia	Eaton Rapids
Weyers, Eleanor B.	Port Huron

DEGREE B. Pd.

Cady, Mary V., B. A.	Ypsilanti
Douglas, Ernest A., B. A.	Newberry
Stocoum, Clara Jean	Ionia

Conservatory

Buck, Elizabeth	Three Rivers
Tupper, Inaz E.	Ypsilanti

FIVE YEAR CERTIFICATE

Carmichael, Kittie	Hudson
Campbell, Theresa	Sault Ste. Marie
Creagh, Josephine	Detroit
Dickinson, Florence	Grand Haven
Emendorfer, Eva	Saginaw, W. S.

Forsythe, Ethel Alberta	.	.	Detroit
Gould, Mamie	.	.	Lawrence
Green, Lura M.	.	.	Morenci
Henderson, Mabel	.	.	Detroit
Howell, Nellie A.	.	.	East Tawas
McDonald, Jessie	.	.	Detroit
Marker, Bertha C.	.	.	Wayne
Mitchell, Maud M.	.	.	Opechee
Poucher, Florence	.	.	Manchester
Rodger, Mary A.	.	.	Ypsilanti
Sheppard, Chester Arthur	.	.	Fremont
Smith, Lillian Blanche	.	.	Belle River
Theiler, Marie A.	.	.	Grand Haven
Trotter, Ida Elizabeth	.	.	Spring Lake
Ten Houten, Kate	.	.	Holland
Wilson, Ida	.	.	Mt. Clemens

Statistics 1900—1901

Enrollment for the year in State Normal College, men	298
Enrollment for the year in State Normal College, women	1,200
Total enrollment in residence (deducting 150 counted twice)	1,348
Number entering this year	621
Number received on diploma	404
Number received on examination	72
Number of candidates for the degree B. Pd. in residence	6
Number of post graduates	67
Number of college graduates	4
Number of preparatory students	32
Number of students in the Conservatory	170
Number of Conservatory students also in Normal classes	70
Number of counties sending students (see table)	70
Number of counties not represented	14
Number who have taught	738
Average time of teaching, in months	36.8
Number present first (summer) quarter	502
Number present third quarter only	57
Number present fourth quarter only	32
Number enrolled in the training school:	
Kindergarten	54
First Grade	47
Second Grade	21
Third Grade	34
Fourth Grade	37
Fifth Grade	31
Sixth Grade	35
Seventh Grade	28
Eighth Grade	25
Ninth Grade	9
Total enrollment in Training School	321
Total attendance in College and Training School	1,670

Table Showing Attendance by Counties for the Year 1900-1901

Alger	
Alcona	
Alpena	3
Allegan	23
Antrim	7
Arenac	2
Baraga	
Barry	12
Bay	6
Benzie	3
Berrien	23
Branch	26
Calhoun	32
Cass	15
Charlevoix	8
Cheboygan	8
Chippewa	14
Clare	
Clinton	28
Crawford	
Delta	1
Dickinson	5
Eaton	22
Emmet	9
Genesee	31
Gladwin	1
Grand Traverse	8
Gratiot	6
Gogebic	10
Hillsdale	33
Houghton	22
Huron	15
Ingham	33
Ionia	38
Iosco	11
Iron	2
Isabella	3
Isle Royale	
Jackson	33
Lake	1
Lapeer	21
Leelenau	2
Lenawee	40
Livingston	45
Luce	5
Mackinac	1
Macomb	15
Manistee	6
Manitou	
Marquette	6
Mason	9
Mecosta	5
Menominee	2
Midland	2
Missaukee	1
Monroe	37
Montcalm	19
Montmorency	
Muskegon	7
Newaygo	10
Oakland	30
Oceana	6
Ogemaw	
Ontonagon	1
Osceola	13
Oscoda	
Otsego	4
Ottawa	19
Presque Isle	
Roscommon	
Saginaw	13
Sanilac	7
Schoolcraft	2
Shiawassee	39
St. Clair	34
St. Joseph	41
Tuscola	15
Van Buren	29

Kalamazoo	36	Washtenaw	250
Kent	41	Wayne	108
Kalkaska		Wexford	7
Keweenaw			

STATES

California	1	Missouri	1
Dakota	1	Minnesota	3
Georgia	3	New York	1
Idaho	1	Ohio	47
Illinois	12	Oklahoma	1
Indiana	2	Pennsylvania	1

Total	1496
Number in attendance since July 1, re-enrolled in October, and counted twice	150
Net total	1348

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THE

Michigan State Normal College

YEAR BOOK

1901-1902

THE

Michigan State Normal College

YEAR BOOK

1901-1902

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THE

Michigan State Normal College

YEAR BOOK

1901-1902

MAIN BUILDING

YEAR BOOK

OF THE

Michigan State Normal College

FOR

1901-1902

INCLUDING

ANNOUNCEMENTS FOR 1902-1903

AND

REGISTER OF STUDENTS

1902
THE SCHARF TAG, LABEL & BOX CO.
YPSILANTI, MICH.

Michigan System

OF

State Normal Schools

STATE BOARD OF EDUCATION

HON. PATRICK H. KELLY	President
HON. LUTHER L. WRIGHT	Vice-President
HON. JAMES H. THOMPSON	Treasurer
HON. DELOS FALL	Secretary

HON. DELOS FALL,
Superintendent of Public Instruction.

ALBERT LEONARD, A. M., Ph. D.,
President of the Michigan System of Normal Schools.

Regular meeting of the Board, fourth Friday of each month.

CALENDAR FOR 1902-03

1902

Sunday, June 22	Baccalaureate Address
Wednesday, June 25	Commencement
Saturday, June 28	Entrance Examinations
Monday, June 30	Classification of Students
Tuesday, July 1	Summer Term Begins
Friday, August 8	Summer Term Closes
Wednesday, September 24 Thursday, September 25	Entrance Examinations
Friday, September 26 Saturday, September 27	Classification of Students
Tuesday, September 30	Fall Quarter Begins
Thursday, November 27, to Saturday, November 29	Thanksgiving Recess
Friday, December 19	Fall Quarter Closes

1903

Tuesday, January 6	Winter Quarter Begins Entrance Examinations
Sunday, February 22	Washington's Birthday
Friday, March 27	Winter Quarter Closes
Tuesday, April 7	Spring Quarter Begins
Saturday, May 30	Memorial Day
Wednesday, July 1	Commencement
Monday, July 6	Classification of Students
Tuesday, July 7	Summer Term Begins
Friday, August 14	Summer Term Closes

Faculty

OF

Michigan State Normal College

Ypsilanti

ALBERT LEONARD, A. M., Ph. D.,
President of Michigan System of Normal Schools.

ELMER A. LYMAN, A. B., Principal.

ANCIENT LANGUAGES

Benjamin L. D'Ooge, A. M., Ph. D.,
Professor of Latin and Greek.

Duane Reed Stuart, Ph. D.,
Instructor in Latin and Greek.

Helen B. Muir,
Instructor in Latin and Greek.

DRAWING

Bertha Goodison,
Instructor in Drawing.

Anna H. Olmsted,
Instructor in Drawing.

Lota H. Garner,
Assistant in Drawing.

ENGLISH

Florus A. Barbour, A. B.,
Professor of English.

Abigail Pearce, Ph. B., B. Pd.,
Instructor in English.

Alma Blount, Ph. D.,
Instructor in English.

Winifred S. Bangs, B. L.,
Instructor in English.

Estelle Downing,
Assistant in English.

J. Stuart Lathers, B. L.,
Assistant Professor of Elocution and Reading.

GEOGRAPHY

Mark S. W. Jefferson, A. M.,
Professor of Geography.

HISTORY AND CIVICS

Julia Anne King, A. M., M. Pd.,
Professor of History and Civics.

Mary B. Putnam, Ph. B., B. Pd.,
Instructor in Civics.

Florence Shultes, B. Pd.,
Instructor in History.

Bertha L. Buell, B. L.,
Assistant in History.

Florence Reasoner, A. B.,
Assistant in History and Civics.

MATHEMATICS

Elmer A. Lyman, A. B.,
Principal and Professor of Mathematics.

John C. Stone, A. M.,
Assistant Professor of Mathematics.

Ada A. Norton, Ph. M.,
Instructor in Mathematics.

***Kate R. Thompson,**
Instructor in Mathematics.

T. Letitia Thompson, Ph. B.,
Instructor in Mathematics.

Lesta Bookwalter, A. B.,
Assistant in Mathematics.

MODERN LANGUAGES

August Lodeman, A. M.,
Professor of French and German.

Alice Robson, Ph. B.,
Instructor in French and German.

Caroline De Greene, Ph. B.,
Assistant in French and German.

PHYSICAL SCIENCES

Edwin A. Strong, A. M.,
Professor of Physical Sciences.

Frederic R. Gorton, A. M., B. Pd.
Instructor in Physical Sciences.

B. W. Peet, M. S.,
Instructor in Chemistry.

Fred G. Snedicor,
Assistant in Laboratory.

PSYCHOLOGY AND PEDAGOGY

Daniel Putnam, A. M., LL. D.,
Professor of the Science and Art of Teaching.

*Absent on leave.

*Charles O. Hoyt, A. B.,
Professor of the Science and History of Education.

Samuel B. Laird, M. S., B. Pd.,
Professor of Psychology.

Dimon H. Roberts, A. M.,
Superintendent of Training School.

Edwin L. Norton, Ph. D.,
Acting Professor of the Science and History of Education.

Willard L. Small, Ph. D.,
Acting Professor of Psychology.

MUSIC

Frederic H. Pease,
Professor of Music.

Clyde E. Foster,
Instructor in Music.

Myra Bird,
Assistant in Music.

Minor E. White,
Assistant in Music.

NATURAL SCIENCES

Will H. Sherzer, M. S., Ph. D.,
Professor of Natural Sciences.

Jessie Phelps, M. S.
Instructor in Natural Sciences.

Mary A. Goddard, B. S.,
Instructor in Natural Sciences.

S. D. Magers, M. S.,
Instructor in Natural Sciences.

George L. Davis,
Assistant in Laboratory.

Jessie Doty,
Assistant in Laboratory.

PHYSICAL TRAINING

Clayton T. Teetzel, LL. B.,
Director of Men's Gymnasium.

Fannie Cheever Burton,
Director of Woman's Gymnasium.

*Mary Ida Mann,
Assistant in Physical Training.

Bertha Ronan,
Assistant in Physical Training.

TRAINING SCHOOL

Dimon H. Roberts, A. M.
Superintendent of Training School.

*Absent on leave.

Hester P. Stowe,
Kindergartner.

Margaret E. Wise,
Critic Teacher, First Grade.

Adella Jackson,
Critic Teacher, Second Grade.

Abigail Lynch,
Critic Teacher, Third Grade.

*Harriet M. Plunkett,
Critic Teacher, Fourth Grade.

Nettie A. Sawyer, Ph. B.,
Acting Critic Teacher, Fourth Grade.

Mary M. Steagall,
Critic Teacher, Fifth Grade.

Abigail Roe,
Critic Teacher, Sixth Grade.

Anna W. Blackmer, A. B.,
Critic Teacher, Seventh Grade.

Edna Hope Barr, Ph. B.,
Critic Teacher, Eighth and Ninth Grades.

Clyde E. Foster,
Supervisor of Music.

Bertha Ronan,
Supervisor of Physical Training.

Bertha Goodison,
Supervisor of Drawing.

Alice I. Boardman,
Supervisor of Manual Training.

*Absent on leave.

ADMINISTRATIVE ORGANIZATION

of the

STATE NORMAL COLLEGE

Albert Leonard, A. M., Ph. D., President of the Michigan System of Normal Schools.

THE COUNCIL

Elmer A. Lyman, A. B,, Principal.
Frederic H. Pease.
Daniel Putnam, A. M., LL. D.
August Lodeman, A. M.
Julia Anne King, A. M., M. Pd.
Edwin A. Strong, A. M.
Florus A. Barbour, A. B.
Benjamin L. D'Ooge, A. M., Ph. D.
Will H. Sherzer, M. S., Ph. D.
Mark S. W. Jefferson, M. S.
Charles O. Hoyt, A. B.
Samuel B. Laird, M. S., B. Pd.
Dimon H. Roberts, A. M.
Clayton T. Teetzel, LL. B.

STANDING COMMITTEES

Lectures and Entertainments—D'Ooge, Jefferson, Sherzer.
Library—Strong, Putnam, Lodeman.
Advanced Standing—King, Sherzer, Laird.
Athletics—Roberts, Barbour, Teetzel.
Year Book—Hoyt, Pease, Strong.
Student Affairs—Barbour, Pease, Lodeman.
Approval of Schools—Laird, D'Ooge, King.
Teachers' Bureau—Lyman, Roberts, Laird.
Extra Studies—Jefferson, Barbour, Lyman.

LIBRARY

Genevieve M. Walton, Librarian	314 Cross St.
Francis L. D. Goodrich, Assistant	Ann Arbor
Alice Barnes, Assistant	220 Huron St.
John H. Waldron, Assistant	301 Ballard St.

OFFICE

Frances L. Stewart, Clerk	314 Cross St.
Agnes Morse, Stenographer	225 N. Prospect St.
Harriett M. R. Sullivan, Stenographer	317 Hamilton St.

SUPERINTENDENT OF BUILDINGS AND GROUNDS

John W. Stevens	107 Normal St.

The Michigan State Normal College

LOCATION

The Normal College is located at Ypsilanti, Washtenaw County. Ypsilanti is on the main line of the Michigan Central Railroad, over which it is readily accessible from all points on the various divisions of the Michigan Central system. The Ypsilanti branch of the Lake Shore & Michigan Southern gives a means of approach from the south and west. The D., Y., A. A. & J. electric line passes through the College campus, giving communication every half hour with Detroit, Ann Arbor, Jackson, and intermediate points. The same electric line makes connection with the Ann Arbor Railroad at Ann Arbor, and with the Pere Marquette System at Wayne, and at Detroit and Jackson with the various roads entering those cities.

PURPOSE

"The purpose of the Normal School shall be the instruction of persons in the art of teaching, and in all the various branches pertaining to the public schools of the State of Michigan." This statement, taken from the Act of 1889 revising and compiling the school laws, clearly indicates the guiding principle in all that relates to the work of the College. It is with this purpose in view that selection of teachers is made, that courses of study are arranged, libraries and laboratories equipped, and a Training School of nine grades and kindergarten is conducted. The law quoted above also provides that, before being admitted, all applicants shall sign a declaration of intention to teach in the schools of the state. The institution stands for three essentials in the preparation of the teacher: (1) a high grade of scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision and criticism.

SCHOLARSHIPS

The State Legislature in 1899 passed an act providing "that five or more persons of full age, residing in the State of Michigan may associate and incorporate themselves together for the purpose of establishing loan funds for the benefit of schools, scholars, and students of this state, to assist them to attend the State Normal College at Ypsilanti, the Central Michigan Normal School at Mt. Pleasant," and other State Institutions.

A corporation organized in accordance with the provisions of this Act "shall be under the general management of not less than five nor more than fifteen trustees," and "shall in law and equity be capable of taking and receiving real and personal estate, not exceeding twenty-five thousand dollars in the aggregate, for the purpose of its incorporation."

Public Acts of 1899. Act No. 250, pages 389-391.

HISTORY

The Ypsilanti Normal School was the sixth state normal school in the United States and the first west of the Alleghany Mountains. The law establishing it was enacted in 1849, and its first class was graduated in 1854. The average enrollment down to 1860 was 297; from 1860 to 1870, 347; from 1870 to 1880, 346; from 1880 to 1890, 537; from 1890 to 1900, 975. The enrollment for the present year up to April 23, is 1290. Besides this rapid increase in numbers there has been, during the last few years, a considerable increase in the number of students remaining through the year, the daily attendance being for this year fully 90% of the total enrollment. Another notable gain has been in the better preparation of our students. Since 1890 the number of preparatory students has fallen from 120 to 60, while the number of graduates of approved high schools has risen from 135 to 715. There has been more than a proportionate growth in the number of teachers, the original number of five having increased to twelve in 1880, and the Faculty now including a total of 53. The school has for a number of years been doing work of collegiate grade, and the Legislature of 1897, in recognition of this fact, authorized the State Board of Education to designate the school, in the courses leading to life certificates and degrees, by the name of Michigan State Normal College.

GROUNDS

The original site chosen for the School contained a little less than six acres, situated on high ground overlooking the city, which lies in the Huron valley. This was increased by something over an acre in 1893, when a piece of ground lying to the south was purchased for the location of the Gymnasium. In 1895 the city of Ypsilanti purchased and presented to the College about three acres adjoining the original site on the west in 1902 about five acres adjoining on the north, making a total of fifteen acres, upon which are located the College buildings, the heating plant, and the athletic field.

BUILDINGS

The original building, erected in 1852, was destroyed by fire in 1859 and immediately rebuilt. This second building now stands as the central part of the main building. The front part was added in 1878, the west addition in 1882, the north and south wings in 1888, giving the building as now used the form of a cross, with a length of about 300 feet in each direction. The main building contains over sixty rooms, including class rooms and laboratories for nine departments, the assembly hall, the library, the offices of the Clerk, the Principal, the President, and the State Board of Education, and rooms for the Literary Societies.

The Conservatory building, originally intended for the use of the State Agricultural Society, contains six rooms, which are used exclusively by the Music Department.

The Gymnasium, erected in 1893, contains six rooms and is fully occupied by the department of Physical Training.

The Training School, the central portion of which was built in 1896, and which is now completed, is a modern structure planned to accommodate eight grades and a kindergarten, and contains offices, recitation rooms, and an assembly room, in addition to the grade rooms.

Starkweather Hall, the gift of Mrs. Mary Starkweather, is a substantial and beautiful stone building, and is used by the Christian Association.

A new science building is to be erected this summer at a cost of $45,000.

EQUIPMENT

The library contains over 23,000 volumes, admirably selected and easily accessible. There are well equipped laboratories for the various lines of science work, the outfit including, in all cases, such apparatus as it is possible to obtain and use in high schools, as well as the more extensive and costly equipment suitable for a college. In the Department of Music there are provided a fine pipe organ and twelve or more pianos. The Physical Training Department has two fully equipped gymnasiums, affording opportunity for 500 students daily. The College is well supplied with examples of the best art, including a large number of pieces of the best classic statuary, and a still larger number of photographic reproductions of the work of the world's best painters, which have been placed in the library, halls, and various class rooms.

More complete information as to details of the equipment of the College is given below.

The Library

The library facilities were increased in every way in 1897. The entire first floor of the north wing of the building (56x80 ft.) was given to the library, three rooms being thrown together by the cutting of spacious arches. The old library (40x50 ft.) was thus made available for a reading room, the two west rooms for the book stacks, and the space between for office and delivery desk service. Connected with the main building by a wide corridor, the library is most conveniently accessible.

The library numbers over 23,000 volumes, an increase of 1,000 volumes in the past year. The accessions are very evenly distributed among the departments, with a fair proportion for general reference books and for literature in a broader sense than the demands of class work would require. The increased use of the library is shown from the fact that with the enlarged space it is relatively fuller than before. The reading room is frequently taxed beyond its seating capacity many hours in the day, and there are usually from ten to twenty student assistants, off duty, working at the tables in the south stack room.

The reading room has comfortable seating capacity for 130, but is often overcrowded. Two thousand five hundred volumes are free of access, and also the current numbers of periodicals and newspapers. These books comprise (1) general dictionaries, cyclopedias, commentaries, atlases, miscellaneous books of quotations, and literary helps and compendia, year books, almanacs, etc., etc. (2) All the bound files of general magazines, with Poole's index and the Cleveland cumulative index. This convenient placing of the periodicals has fully doubled their usefulness, and the long shelves on which the indexes are kept are constantly crowded. (3) Public documents, including the Congressional Record and others most used by the classes in Political Science and by the Mock Congress.

The stack rooms are well arranged, both for convenience and lighting. The iron stacks of the Library Bureau are used. The

Dewey classification is followed. The period during which the library is opened is lengthened to ten and a quarter hours (7:15 A. M. to 5:30 P. M.) on school days, and to four hours (8 A. M. to 12 M.) on Saturdays.

Access to the shelves is restricted to students who assist for an hour a day in the library. Students desiring this work apply to the librarian; a regular hour is assigned for the term, and promptness and regularity are demanded. No credits are given for this work; but the free access to the shelves at all times during the day, the knowledge acquired of books and of library work, and certain other privileges, are considered a good equivalent. There are fifty student assistants, most of whom work twenty-four weeks, two terms; many work longer. The assistants meet the librarians for a short series of instruction before beginning the work. Besides the service at the delivery desk, special work is assigned to each assistant.

The department libraries of from 100 to 300 volumes each, have increased. These constitute an effective addition to the equipment of the class room for ready and special reference. Several of the departments have special card catalogues of subjects relating to their particular work. These give more complete and detailed reference than would be possible in a general catalogue of the library, and greatly facilitate the research work of the students.

The connection between the library and the Training School is very close. Each grade room has an increasing number of books most needed, regularly transferred, and every hour many volumes go from the library for supplementary reading and illustrative helps in teaching. A larger proportion than usual of books suitable for primary and grammar grade needs, has been bought.

In the reading room are the following periodicals:

American Chemical Journal.
American Historical Review.
American Journal of Archæology.
American Journal of Philology.
American Journal of Physiology.
American Journal of Psychology.
American Journal of Sociology.
American Microscopic Journal.
American Naturalist.
Animal Defender.
Annalen der Physik.
Art Journal (London).
Astro-Physical Journal.
Athenæum.
Atlantic Monthly.
Bibliographer.
Bird-lore.
Blackwood.
Bookman.
Botanical Gazette.

Bulletin of Department of Labor.
Bulletin of Geological Society of America.
Catholic World.
Century Magazine.
Chautauquan.
Child Garden.
Classical Review.
Commons.
Contemporary Review.
Cosmopolitan.
Critic.
Cumulative Book Index.
Cumulative Index to Periodicals.
Current History.
Detroit Free Press.
Edinburgh Review.
Education.
Educational Review.
Electrical World.
Elementary School Teacher and the Course of Study.
Fortnightly Review.
Forum.
Geographical Journal.
Geographical Teacher.
Harper's Monthly.
Harper's Weekly.
Intelligence.
International Journal of Ethics.
International Monthly.
Johns Hopkins University Circulars.
Journal of Adolescence.
Journal of Education, New England.
Journal of Geography.
Journal of Geology.
Journal of Pedagogy.
Kindergarten Magazine.
Kindergarten Review.
Knowledge.
Library Journal.
Literary News.
Littell's Living Age.
McClure.
Manual Training Magazine.
Michigan Christian Advocate.
Michigan School Moderator.
Mind and Body.
Modern Language Notes.
Monist.
Municipal Affairs.
Music.
Nation.
National Geographical Magazine.
Nature.
Neueren Sprachen.
New Education.
New York Teachers' Monographs.
Nineteenth Century.
Normal College News.
North American Review.
Notes and Queries,
Oaks.
Outing.
Outlook.
Pädagogische Zeitung.
Pedagogical Seminary.
Petermann's Mitteilungen.
Philosophical Review.
Phonographic Magazine.
Plan Book.
Popular Astronomy.
Posse Gymnasium Journal.
Primary Education.
Public Libraries.
Publishers' Weekly.

Psychological Review.
Recreation.
Review of Education.
Review of Reviews.
Revue des deux Mondes.
Revue Internationale de l' Enseignement.
Revue Pédagogiqne.
St. Nicholas.
School and Home Education.
School Review.
School Science.
Science.
Scientific American.
Scientific American Supplement.
Scottish Geographical Journal.
Scribner's Magazine.
Teacher's College Record.
Teachers' World.
Ypsilanti Sentinel-Commercial.
Zeitschrift für physikalischen u· chemischen Unterricht.
Zeitschrift für reform d. höheren Schulen.

Besides those enumerated above, which are for general use, the following periodicals are taken regularly for the Training School and for departments:

TRAINING SCHOOL

Child Garden,	Grades 1 and 2
Kindergarten Review,	Grade 1
Plan Book,	Grade 1
Kindergarten Magazine,	Grade 2
Little Folks,	Grade 3
St. Nicholas,	Grade 4
Popular Educator,	Grade 7
Youth's Companion,	Grades 5 and 7

DEPARTMENTS

Art Study.
Brush and Pencil.
Deutsche Rundschau.
Euphorion.
Gartenlaube.
House Beautiful.
International Studio.
Monthly Review.

Of the one hundred three periodicals listed one year ago three have been discontinued, and thirty have been added to the list. The addition of the Cleveland Cumulative Index to Periodicals has facilitated the use of this class of literature. Of the fifty-six periodicals indexed in its monthly issue, thirty-one are to be found in the reading room of this library.

The library has been designated a "Remainder Depository" for United States public documeuts, which facilitates the procuring from the general government of documents and reports that are of the greatest value.

Equipment for Science

BIOLOGICAL LABORATORY

The new science building, which it is hoped will soon be ready for occupation will greatly increase the facilities for biological study. Two large, well lighted laboratories will be devoted to zoölogy and botany, while two smaller rooms will be reserved for advanced work in these subjects. The department possesses a full equipment of compound and dissecting microscopes, microtomes, tanks and aquaria, and the apparatus and instruments required for modern biological work. The laboratories and lecture rooms will contain fairly complete collections for illustrative purposes and for systematic study, supplemented with charts and models. The herbarium contains some three thousand five hundred mounted plants from various sections of the United States and Canada. A large greenhouse. an artificial pond and a series of botanical gardens supply much material for study and class-room illustration. A vivarium will adjoin the Nature Study lecture room in which will be kept for observation the animal forms desired for grade work.

PHYSIOLOGY

In addition to the zoölogical collection, which is used in the comparative anatomy, the college possesses a life-size manikin of French manufacture, articulated and unarticulated skeletons, numerous models, special preparations, apparatus, charts, photographs, and lantern slides. A complele series of microscopic mounts has been added during the past year. The State Board of Health liberally supplies the department with its pamphlets relating to the nature, spread and restriction of contagious diseases.

GEOLOGY

By means of purchases and donations the department has gotten together good working collections of minerals, rocks and fossils. Fairly complete illustrative collections will be arranged in a special room in the new Science building, adjoining the laboratory and lecture room. The laboratory is equipped with all needed instruments,

apparatus and supplies for practical work upon minerals and rocks. Maps, charts, models, a stereopticon with numerous slides and a growing collection of photographs, are used to enrich the class work in geology. A full photographic outfit and dark room are available for the study of surface features and geological structure in general. The moraines of the Huron-Erie icelobe and the series of beaches of the ancient glacial lakes are within easy reach by electric car. The drift of the region furnishes an abundance of common rocks and minerals for individual collecting.

Teachers' Library

Largely through the generosity of the leading publishing houses, the department has accumulated the nucleus of a teachers' library of texts, guides, helps, and supplementary readers. This now numbers about 300 volumes relating to zoölogy, physiology, botany, and geology. Pupils and visiting teachers who desire to make a comparative study of texts, or to learn what is available in these subjects, are cordially invited to make use of this library. The general library is supplied with the important books of reference, periodicals, manuals, advanced texts, relating to the natural sciences.

THE PHYSICAL LABORATORIES

The present laboratories for this department of nature-study consist of eleven rooms, fitted up temporarily from former basement storerooms and recitation rooms, and equipped with apparatus which has been purchased with reference to its transference to a new science building when such a building should be secured.

The laboratory for *elementary physics* is simply the rear part of the physical lecture room, provided with ten students' tables and supplied with sets of students' apparatus for the performance of the experiments laid down in the special manual for this course. This work is strictly quantitative. Each table is fitted up with battery terminals from the storage battery below, gas, Bunsen burners, and the usual apparatus of measurement. These pieces are in sets of ten or some multiple or sub-multiple of ten. The demonstrative apparatus for this course is ample for the demonstration of the laws and principles of elementary physics, including the more recent advances in wave motion, wireless telegraphy, X rays, etc.

The laboratories for the course following high school physics consist of a room for electricity and sound; one for mechanics and

optics; two dark rooms for photometry—one of which is also fitted up for photography—and a balance room. There is also a shop in connection with these rooms, supplied with work-bench, lathes, and a supply of tools. The apparatus for this course embraces a wide range of pieces, showing at once how some effective work may be done with an equipment by no means costly, and also how to set up modern laboratory work of a high class. A three-horse-power Lundell motor, a fifty-volt Perret dynamo, and a storage battery supply current for the work in electricity. During the past year a full set of D'Arsonval galvanometers of good type, a set of Wheatstone bridges, a set of improved sonometers, and a set of pieces for the more accurate determination of the coefficient of friction have been made by the department.

The present laboratory for *advanced physics* consists of very inadequate space in the basement tower. It is fitted with a stone pier and table and oak wall-bracket tables, and supplied with apparatus for the solution of some of the more advanced problems of physics. Among other pieces are a registering chronograph; two sets of apparatus for getting the surface-tension of liquids; three forms of apparatus for obtaining the index of refraction of liquids and solids; a two-prism spectrometer; an optical circle, capable of being used also as a spectrometer and a reflecting goniometer; a cathetometer; two micrometer microscopes, one bifilar; gratings for the diffraction spectrum; a half-shadow polarimeter and saccharimeter; an Ampere's apparatus made by the Société Genevoise; three forms of apparatus for finding the length of light waves; a torsion apparatus; standard physical units, and apparatus for the calibration and standardization of commercial pieces; apparatus for finding g; three good balances and sets of weights; an organ bellows and set of standard pipes; diapasons; galvanometers; magnetometers; and many minor pieces. Among more recent purchases are a good Société Genevoise optical bench and equipment, and diffraction bench and equipment, embracing upward of twenty separate pieces. The demonstrative apparatus of this course is meant to supplement that of the richer demonstrative elementary course. It contains, among other things, two lanterns adapted to sunlight, electric light, and lime light; a large selection of scientific slides; a Lissajous' apparatus; a Pfaundler's apparatus; a Leyboldt Nachfolger rotator and accessories; projection spectroscopes and polariscopes; galvanom-

eters, magnetometers, coils, thermopiles, standard cells; apparatus for producing simple harmonic motion, and many minor pieces.

CHEMICAL LABORATORIES

The chemical laboratories are temporary and inadequate but are well supplied with apparatus, both demonstrative and table, for effective instruction in this subject. The equipment of hoods, drying ovens, combustion furnaces, etc., is not what it will be in our new building, but, by having small sections of the advanced classes, has been made to suffice. The equipment of measuring glasses, burettes, etc., for making standard solutions, is adequate. Balances, sets of weights, etc., for the course in quantitative analysis, are being obtained as they are needed. Altogether, this work is on a sound basis, and is growing in scope and power.

ASTRONOMY AND METEOROLOGY

We have much apparatus for the teaching of astronomy. This was the earliest care of the department, long before any of the present corps began work here. Upwards of $3000 worth of astronomical apparatus was judiciously located here before there was any laboratory work in physics, and when there was only ten weeks of practical chemistry. This material is yet in full and enthusiastic use. It consists of astral lamps and charts; a good six-inch Alvan Clark & Sons equatorial, recently refigured; a Brandis two and one-half inch astronomical transit, with level and accessories; and a home-made register and chronograph, the whole mounted on a good pier and covered by a good dome. These epithets apply rather to the state of astronomical science thirty years ago than to the present time, but the plant has had continuous use since its erection and is still effective. Unfortunately, buildings and trees have grown up about it so as to obscure the old meridian line, and the smoke-stack of the boiler house has been placed so near as to make work in the dome at times impossible. This will be remedied when our new science building is complete. The recent additions to the facilities for teaching this subject consist entirely of material for teaching astro-physics and the new astronomy. Among other things we have a large collection of photographic slides of solar and stellar spectra, nebulæ, new and variable stars, comets, etc.

The meteorological laboratory will be more highly specialized in the new building. At present we have the usual out-door screen or

thermometer house, two good barometers, two forms of maximum and minimum thermometer, rain gauges, standardized thermometers, two hygrometers, an anemometer, etc.

LIBRARY OF SCIENCE

The special library of science consists of over two hundred books placed in the several laboratories, with facilities for their use. To encourage such use a special card-catalogue of scientific topics has been prepared. At present this consists almost entirely of an extension of the method of Poole's Index to scientific periodicals. Some six thousand entries have already been made, and the work is still in progress.

THE NEW SCIENCE BUILDING

Reference has been made above to a new science building. This building, long needed and promised, is now in process of construction. When complete we shall be able to say more about its utility and the way in which it has stimulated and assisted the department in its endeavor to make the teaching of science in the state more effective. On the following page will be found a perspective view of the building as it will appear.

Societies and Clubs

THE ALUMNI

Since the Normal was first opened in 1853, there have gone out from it 3,420 graduates, 98 per cent of whom have taught in the schools of our own and neighboring states. Over 1,100 have been graduated in the last five years, and the greater part of these are now engaged in teaching in Michigan. Individually, these alumni of our institution exert a considerable and wholesome influence in determining the educational policy of the state with which the interests of the State Normal College are inseparably connected. Until recently there has been very little movement towards organization, but within the last few years a marked increase of interest in this direction has been noticeable. There have been more and larger alumni reunions, several class reunions, and a considerable number of local organizations have been formed. Such organizations are a power for good, both to the graduates and to their Alma Mater, and deserve our encouragement and support. The following organizations should be mentioned:

(1) THE ALUMNI ASSOCIATION.—This organization now holds two annual meetings or reunions, one at Ypsilanti at Commencement time and the other at Lansing during the meeting of the State Teachers' Association. From 200 to 400 alumni are usually present at these gatherings. The Ypsilanti meeting is the regular business meeting, and a formal address is given, generally by some well known alumnus.

(2) THE U. OF M. NORMAL ALUMNI ASSOCIATION.—This association was formed early in the year 1896–7, "for the purpose of uniting and binding the acquaintanceships, efforts and sympathies of those interested in the future welfare and prosperity of the State Normal College as an institution; to keep in close communication with it, to foster a kindly feeling between it and the University, and to promote the interests of ex-Normal students at large." The membership is large and much substantial service has been rendered along the lines mentioned above.

(3) THE CONSERVATORY ALUMNI ASSOCIATION.—This association was formed in the spring of 1897. A reception was given just after the Commencement week concert of the Normal Choir; visiting alumni, the Conservatory juniors, and members of both Conservatory and College Faculties were invited. The opportunity for Conservatory graduates to meet and renew interest in each other and their work, and to make the acquaintance of new members of the alumni was greatly appreciated. At the business meeting following it was decided to hold a reception annually. The association has not only members in many states of the Union, but others perfecting themselves in their studies beyond the sea.

THE ATHLETIC ASSOCIATION

The athletic interests of the school are managed by a joint committee, representing the Faculty and the students' athletic organization. The results of this method are two-fold—first, a greater degree of confidence in the association and its work; second, a stronger financial support. There is a large enclosed field adjoining the campus, which furnishes ample opportunity for the practice of the usual outdoor sports. The various clubs are trained under the supervision of experienced persons who follow the most approved methods.

In the Gymnasium, which is one of the most convenient in the state, bathing facilities, lockers, etc., are furnished without expense to students.

Tickets are sold in the fall for the football season, also in the spring for the baseball games. This fund is further increased by gate receipts and contributions from citizens and the members of the Faculty. The work of this association contributes much to the formation of a loyal college spirit, besides affording good, healthy exercise and entertainment for our student body.

STUDENTS' CHRISTIAN ASSOCIATION

This organization consists of two societies—the Young Women's Christian Association and the Young Men's Christian Association. Both are in a prosperous condition and hold two meetings a week—a union prayer service on Wednesday evening, and separate meetings on Sunday afternoon.

Bible study is strongly emphasized, and intelligent interest in missions is awakened. Starkweather Hall, the gift of Mrs. Stark-

weather of Ypsilanti, is the center of religious interest in the College.

An employment bureau is connected with the association. Its aim is to aid students in finding some kind of remunerative service, whereby a portion of their college expenses can be defrayed.

Normal College is one of nine educational institutions in the United States that support a general secretary of the students' Y. W. C. A.

THE MONDAY CLUB

The aim of this organization as stated in its constitution is "the mental and social improvement of its members." The membership is limited to the women instructors of the Faculty, and at present numbers fourteen.

Regular meetings occur on the second and fourth Mondays of each month during the school year. The members are divided into four committees, each of which in turn provides the program for an evening. During the current year the work, including both papers and discussions, has been along the following lines:

1. Current History.
2. Some of the Great Religions.
3. The Normal Art Collection.
4. Arctic Explorations.

THE CAMERA CLUB

The students interested in such work have organized a camera club in the College. Any one possessing a camera may become a member. It is the purpose of the club to increase a love for the science and art of photography. Meetings are held in the rooms of the club on the third floor of the main building. At these meetings the members bring their results in picture taking, criticisms are passed upon them, and faults are made known which would otherwise have been overlooked.

Lectures by members of the Faculty and demonstrations by demonstrators from the different camera supply factories are among the interesting features of the work. A room has been fitted up for a dark room. The *Photo Era* has been put into the library for the benefit of the club.

SHAKESPEARE CLUB

A class studying Shakespeare with Miss Pearce organized, in 1897, a club for the purpose of continuing painstaking, critical study of

the works and life of Shakespeare. The membership of the Club is limited to sixteen, one member arranging the work for each semi-monthly meeting. Although the aim of the Club is to study the works of Shakespeare, departures are made from time to time and work is done with other writers, such as Gœthe and Dante. During the last year typical plays from the four periods of Shakespeare have been studied with special attention to the comparison of plots and the parts of the drama.

THE LITERARY AND ORATORICAL SOCIETIES

The organization of the Normal Lyceum dates back to the early history of the school. It consists at the present time of the Olympic, Atheneum, and Crescent societies. Each of these societies is limited to a membership of forty. The work is of a general literary character, consisting of readings, recitations, essays, orations, music, etc., and is practically the same in each society. During the year the societies give two joint public programs in Normal Hall, electing for participants on this occasion their most capable and faithful members. Each society has a room of its own, tastefully furnished and provided with a piano.

The Oratorical Association, both in purpose and organization, is closely allied to the lyceum. The societies contribute to the support of the oratorical work and a member of the lyceum is a member of the Oratorical Association. During the past year, the Association has distributed prizes to the value of one hundred and fifty dollars in the annual oratorical contest and debate.

In connection with these organizations should also be mentioned the Webster and the Lincoln debating clubs. These clubs are limited to sixteen members each and are organized purely for the purpose of debate. The work is done under the supervision of a critic and has proved very valuable for those who wish to perfect themselves in public speaking.

THE GIRLS' SOCIAL LEAGUE

To further the social interests in the College and to bring about a closer relation between students and the ladies connected with the faculty, an organization known as "The Girls' Social League" has been effected. The movement originated among the girls and the majority of the officers are from the student body.

The program of the work is arranged by the Advisory Board. The members of the society include the girls from all departments of the college, the lady members of the faculty, and the wives and other ladies of the families of the college teachers.

The Normal Lecture and Music Course

During the season of 1901-2 the following entertainments were given in the College Hall under the auspices of the College Faculty. Tickets to these entertainments are sold at as low a price as is consistent with paying the expenses of the course.

The Flower-Eggleston Combination.
Slayton Grand Concert.
The New Internationalism—May Wright Sewall.
How Statues are Made—Lorado Taft.
Hungarian Court Orchestra.
The Work of the Roycrofters—Elbert Hubbard.
Sammis Jackson Concert Company.
Normal Choir Concert.
Cincinnati Symphony Orchestra.

General Items

DISCIPLINE

The State Normal College is supported by the taxpayers of Michigan and is responsible to the state for the character and scholarship of those it sends out to teach in the public schools. The Council has therefore adopted a policy of asking such students as are found not to be adapted to school work to withdraw from the institution. Students who fail to pass in a large part of their work, or whose character and habits are such as to unfit them in any sense for the important work of teaching, cannot expect to complete the course and receive the sanction of the authorities of this institution. Every effort will be made to encourage, direct, and assist all worthy students, but those who do not show promise of good results or are otherwise unfit to go into the public school as teachers, will be asked to withdraw.

TEACHERS' BUREAU

The Teachers' Bureau has been organized to assist worthy students and graduates of the Normal College in securing positions, as well as to assist school authorities in securing desirable teachers for their schools. Full and confidential information will be sent concerning candidates. It is our policy not to send out general letters of recommendation for indiscriminate use, but to recommend a candidate for the particular position that he is qualified to fill. A large number of the members of the graduating class have had considerable experience in teaching besides that obtained in the Training School. There are among our students and graduates persons admirably fitted for the various grade positions, including kindergarten, for special high school positions, ward school principalships, high school principalships, and superintendencies. School authorities are invited to visit Ypsilanti and see the students at work, and make selection of teachers after a personal interview. All letters of inquiry will receive careful attention.

EXPENSES

School Fees

Every student is required to pay at the beginning of each quarter, or upon any subsequent entrance for the quarter or for any part of a quarter, an entrance fee of three (3) dollars. This is not returnable because of withdrawal after the student has once regularly entered.

Students in the Conservatory of Music who carry subjects in the Normal courses pay the same entrance fee as do others. Conservatory students who take private lessons only, pay each quarter an entrance fee of one dollar and a half ($1.50).

At the Gymnasium a deposit of 25 cents is required for the use of a locker key, upon return of which the money is refunded.

Special Department Fees

Laboratory Fees:		
(1) Physical Technics	(12-weeks course)	$5 00
(2) Laboratory Practice	" " "	1 00
(3) Adv. Laboratory Practice	" " "	2 00
(4) Structural Botany	" " "	25
(5) Structural Zoölogy	" " "	50
(6) Biological Technique	" " "	50
(7) Lithological Geology	" " "	50
(8) Chemistry 1	" " "	1 00
(9) Chemistry 2	" " "	1 00
(10) Chemistry 3	" " "	1 00
(11) Chemistry 4	" " "	2 00
(12) Chemistry 5	" " "	2 00
(13) Chemistry 6	" " "	3 00
Kindergarten Instruction 1, 2, 3, each	" " "	75
Organ practice	1 hour daily for 12 weeks	3 00

Graduation Fees

Five Years' Certificate Fee,	$2 00
Diploma Fee,	3 00
Bachelor's Degree Fee,	3 00
Master's Degree Fee,	3 00

Rooms and Board

The school provides no dormitories. Abundant and usually convenient rooms may be had at reasonable rates in the homes of citizens of Ypsilanti. Board and rooms may be had in the same family or separately. The latter is perhaps the more common. Rooms may be rented furnished or unfurnished, by persons who wish to board themselves. Board alone may be had either in clubs or in private families. Board and rooms in families costs $3 00 to $4.00 per week. Fuel and lights are generally counted extra. Rooms alone, furnished for two, may be rented for 75 cents to $1 25 each per week. Students rooming alone pay double rent or nearly so. Board in clubs may be had for $1 75 to $2 50 per week.

An approximately correct estimate of all school expenses, including room, meals, school fees, and incidentals, may be put as follows:

Estimated Total Expenses Per Term of 12 Weeks

Room and board, twelve weeks	$36 00
Fuel and lights	6 00
Laundry aud incidentals	6 00
Books and stationery	4 00
Registration and other fees	5 00
Total	$57 00

The Approval of Schools

THE POLICY OF APPROVAL

Recognizing the importance of a permanent connection between the secondary schools of the state and the Normal College, the Board of Education has, since 1886, pursued a policy of affiliation whereby certain schools are officially approved as preparatory schools, and their graduates admitted to the regular College courses without examination.

VISITATION AND TERM OF APPROVAL

Upon the request of the authorities in charge of any school desiring affiliation with the Normal College, a representative of this institution will visit the school at the expense of the College and report on its condition. If the report is favorable the school may be approved for a period not to exceed three years.

THE CONDITIONS OF APPROVAL

Schools having a twelve years' course of not less than thirty-six weeks may be approved on the following conditions:

At least two teachers must be employed on high school work, and such schools as do not employ more than two teachers should offer but a single course of study.

The school must show satisfactory quality of teaching and a reasonable equipment in the several departments, as follows: A collection of books and maps suited to the work to be attempted. Laboratory apparatus called for by the recent texts on the natural and physical sciences included in the course. The necessary supplementary texts and illustrative material for instruction in the elementary grades.

The school course shall comprise four full years of distinctively high school work, and in every case shall include the following prescribed studies:

Botany

The work desired in this subject should cover a half year, and is such as is now being done in the better high schools of the country

with the use of some one of our modern texts, such as Spaulding, Bergen, McBride, Setchell, Barnes or Atkinson. Laboratory methods should be employed, and a set of carefully prepared notes and drawings should be kept. No expensive equipment is required, the ordinary hand magnifiers being sufficient. About half the course should be devoted to the study of typical seeds, their structure and germination, plant physiology from simple experiments, and the structure and function of root, stem and leaf. The other half of the course should give the pupil a practical acquaintance with the chief characteristics and relationships of the common families of plants and secure for him some facility in the use of a standard key.

English

GRAMMAR.—Thorough familiarity with inflections, the rules of syntax, and the logical structure of the English sentence are required. The ordinary eighth grade study of grammar is an inadequate preparation for the teachers' review in the Normal College. There should be a term's review of this subject in the latter part of the high school course.

RHETORIC.—A study of the elementary principles of style, together with continued practice in composition is necessary. It is deemed of especial importance that the writing of high school students should, for several years, come under the eye of expert, authoritative criticism. Much practice in writing, under competent supervision, is indispensable.

ENGLISH LITERATURE.—A year's study of representative English classics, connecting the study of each classic with the literary characteristics of the historical period to which it belongs, is required. This course includes an elementary course in the history of English literature, and a year of study in addition to the so-called English classics required in all courses.

History

Only those subjects which have a practical bearing upon the teaching of our National History are required; these are English history and United States history with civics.

General history, though not required for admission, should always find place among high school subjects.

The order is determined by the nature of the subjects. General history precedes and prepares the way for the others. English

history affords an intelligent basis for United States history, while civics springs from history and is best understood when studied as a phase of it. One semester of English history, taught with direct reference to our national history, followed by two semesters of United States history, will give an adequate course.

Good accurate text-book work, supplemented by the use of maps, pictures, reprints, and reference books, will best serve the purpose of the high schools.

Mathematics

ALGEBRA.—The course in algebra should include fundamental rules, fractions, simple equations, involution, evolution, radicals, and quadratic equations.

ARITHMETIC.—The work in this subject should consist of a semester's review covering the leading topics, and should be preceded by a course in algebra.

GEOMETRY.—The study of geometry should occupy at least one year and should cover plane and solid (including spherical) geometry.

The work in mathematics outlined above should occupy three years. A review in algebra and geometry should be given in the last year of the high school course.

Physics

An approved course in physics implies the possession, on the part of the school, of sufficient apparatus, in good working order, to demonstrate the important laws and principles of elementary physics. At least one year, *following geometry*, should be given to this subject. The meter and centimeter and their squares and cubes, the gram, kilogram and liter, should be thoroughly taught and much used. For our purposes it is preferred that other terms sometimes found in this system be not used. In addition to the above a laboratory course of at least forty weeks, an hour per week, is expected in case an equipment for this purpose can be secured, and the time of the teacher be devoted to this subject for the hour, so that the laboratory work may be efficiently supervised.

If an efficient laboratory course cannot be attempted, the text-book, lecture and demonstrative work outlined above may be approved, with the understanding that a laboratory course be taken

at the Normal College. Graphical work, using geometry freely, is deemed important.

In purchasing apparatus, many simple, inexpensive pieces should be preferred to costly and showy pieces, and working apparatus to illustrative apparatus. Special regard should be had to the effective demonstration of *fundamental principles* as opposed to novelties and curiosities. The list for purchase should be made up from the text-book used and not principally from dealers' catalogues.

The student should acquire an *expert* use of scales, dividers, the balance, a burette, thermometer, barometer, a tuning-fork, and a pocket lens.

Special stress should be placed upon fundamental concepts, such as mass, weight, density, energy, and their units of measurement.

The above hints are given to indicate a minimum course in physics and not to suggest any limitation of the work on the part of those schools which can do more.

Physical Geography

In the teaching of physical geography it is now not only desirable but also possible to carry out some of the recommendations of the Committee of Ten. At the time when that report was issued, not only were there no suitable texts, but the necessary literature was so widely scattered as to be of little value to the average teacher. The new texts and available references that have appeared since that date justify the recommendation that some of the suggestions of the committee be now more generally put into practice.

It is also especially desired that the work be supplemented, as far as possible, by direct observation, and the construction and use of topographic and relief maps, charts, models, etc. This work may be made very valuable in the study of the atmosphere and weather changes. The "Physiographic Folio," recently issued by the United States Geological Survey, containing the topographical maps of ten type regions, suggests the use to which these maps may be put in the teaching of physical geography.

The text is no longer sufficient material to place in the hands of pupils. Students and teachers, in addition to the above mentioned charts, maps, and models, should have access to a few well selected references. Geography, along with chemistry, physics and

botany, has now come to demand its laboratory and laboratory work.

Such text-books as Davis, Tarr, and Dryer are to be recommended. A full year's work is highly desirable.

Physiology

A half year's work with some good text, as Blaisdell, or the revised Martin, is desired on this subject. The text should be supplemented with simple individual or class experiments, and an equipment of preparations, models, and charts should be provided.

List of Approved High Schools

Adrian.
Allegan.
Albion.
Alma.
Ann Arbor.
Armada.
Atlantic Mine
Bad Axe.
Bangor.
Battle Creek
Bay City.
Beacon.
Belding.
Bellevue.
Benton Harbor { High School. / Collegiate Institute.
Bessemer.
Brighton.
Big Rapids { High School. / Ferris Institute.
Birmingham.
Buchanan.
Burr Oak.
Cadillac.
Calumet.
Caro.
Cass City.
Cassopolis.
Charlotte.
Champion.
Centerville.
Chesaning.
Cheboygan.
Chelsea.
Clinton.
Coldwater.
Constantine.
Corunna.
Detroit Central High School.
Detroit West Side High School.
Detroit East Side High School.
Detroit Home and Day School.
Dexter.
Decatur.
Dowagiac.
Dundee.
Durand.
Elk Rapids.
East Tawas.
Eaton Rapids.

Escanaba.
Evart.
Frankfort.
Flat Rock.
Fremont.
Fenton.
Flint.
Fowlerville.
Gladstone.
Grand Haven.
Grand Ledge.
Grand Rapids.
Galesburg.
Galien.
Grass Lake.
Greenville.
Hastings.
Harbor Beach.
Harbor Springs.
Hart.
Hancock.
Hillsdale.
Homer.
Holly.
Holland.
Houghton.
Howard City.
Howell.
Hudson.
Imlay City.
Ithaca.
Ionia.
Iron Mountain.
Ironwood.
Ishpeming.
Jackson
Jonesville.
Kalamazoo.
Lake Linden.
Lansing.
Lapeer.
Lawrence.
Lowell.
Ludington.
Manchester.
Manistee.
Manistique.
Marshall.
Marcellus.
Marine City.
Mason.
Marlette.
Menominee.
Mendon.
Michigamme.
Midland.
Milan.
Monroe { High School. / St. Mary's Academy.
Morenci.
Mt. Clemens.
Mt. Pleasant.
Nashville.
Negaunee.
Niles.
Northville.
Norway.
Oscoda.
Otsego.
Ovid.
Owosso.
Oxford.
Paw Paw.
Plainwell.
Pentwater.
Petoskey.

Pinckney.
Pontiac.
Portland.
Port Huron.
Plymouth.
Reed City.
Republic.
Romeo.
Saginaw West Side.
Saginaw East Side.
Stanton.
Saline.
Sault Ste. Marie.
Shelby.
Springport.
Schoolcraft.
South Haven.
Sturgis.
St. Clair.
St. Johns.
St. Joseph.
St. Louis.
Traverse City.
Tecumseh.
Three Rivers.
Union City.
Vassar.
Vicksburg.
Wayne.
Whitehall.
White Pigeon.
Williamston.
Wyandotte.
Ypsilanti.

Admission to Courses

Students may be admitted at the opening of any quarter.

The several quarters begin on the first Tuesday of October, January, and April, and continue for twelve weeks.

The conditions under which a student enters will determine the course of study to be pursued.

By studying the following conditions the student will be able to ascertain the character of the work he is to do and the course of study he is to enter upon.

PREPARATORY COURSES

For persons who are not prepared to enter upon the work of a regular course, certain preparatory courses are offered and must be finished satisfactorily as a condition of entrance upon more advanced work. These subjects are arithmetic, grammar, geography, United States history, reading and orthoepy, physiology, civil government, and elementary algebra. In addition to these the first year of Latin or German may be taken.

Applicants for admission to this preparatory work are required to take the entrance examination in order to determine their place in class.

COLLEGE FOUR YEARS' COURSE

All students, not graduates of an approved high school or college, who have passed the entrance examination or have completed the preparatory work may enter this course. Teachers who hold a first grade license endorsed by the State Superintendent of Public Instruction, and who have taught under such license, may be admitted to this course without examination.

Students desiring to secure a five years' certificate will also enter this course. See Course C, p. 48.

COLLEGE TWO YEARS' COURSE

Graduates of approved high schools may enter within three years after the date of such graduation, without examination. In

case the student enters after this limit and has been teaching the prescribed subjects, he may, by permission of the Principal, be excused from taking the entrance examination. Persons holding a life certificate granted by the State Board of Education, are also admitted without examination.

Students of this class must present their high school diplomas and a certificate from the superintendent or high school principal, stating the credits earned in the subjects pursued in the high school. These credentials should be presented at the time of entrance and a copy of the credits must be left on file in the office. Blanks for the purpose will be supplied by the College on application. See Course B, p. 47.

COLLEGE DEGREE COURSE

All graduates from reputable colleges may be admitted to this course without examination. See Course A, p. 46.

Credits

Under certain conditions credit for work done elsewhere will be allowed upon courses here, provided that no credits from high schools shall shorten the course for high school graduates. The heads of departments may at their discretion allow such standings from the following schools: (1) the University of Michigan, the Agricultural College, and all other regularly incorporated Michigan colleges; (2) institutions of like rank in other states; (3) approved high schools; (4) reputable non-approved secondary and superior schools in other states with the approval of the Principal.

Candidates bringing standings from any of these schools will first submit them to the proper heads of departments for credit. These credits should then be reported to the office, when a classification may be made out. Candidates for five years' certificates must, as soon as possible after classification, secure their credits from the heads of departments, after which these credits must be handed to the clerk for record.

Entrance Examinations.

All students not classed as graduates of approved high schools, college graduates, or holders of first grade certificates properly indorsed, with experience thereunder, shall upon entrance sustain a satisfactory examination in the following subjects:

ARITHMETIC

The applicant is supposed to have completed the work of some good text. A fair understanding of the subject is necessary for the examination.

ALGEBRA

The preparatory work includes the following topics: addition, subtraction, multiplication, division, factoring, highest common factor, lowest common multiple, fractions, and simple equations involving one or more variables.

GRAMMAR

This should include the parts of speech, their use and relations in connected discourse, and the structure and analysis of sentences. The knowledge and understanding of the subject should be somewhat above that required in the first eight grades of the public school or fully equal to the requirements in this branch for a second grade license to teach. The applicant should also have had, accompanying his reading and language lessons, much practice in composition, and be able to express himself in clear and grammatical English.

READING AND ORTHOEPY

Correct pronunciation being an essential of good reading, the regular course presupposes a thorough knowledge of orthoepy. The applicant should not only be able to indicate by diacritical marks the correct pronunciation of words in common use, but should possess a good degree of facility in pronouncing them, as to syllabication, accent, articulation and quality. He will also be expected to render intelligently any ordinary selection of prose or verse, giving satisfactory reasons for emphasis, quality, force, pitch, etc., employed by him.

GEOGRAPHY

All candidates should be familiar with the location and extent of the great countries of the world, of some of their greater cities, and best known mountains, rivers, lakes, and adjacent seas.

They should thoroughly know the shape of the outline and of the general surface of each continent and its position on the globe.

The selection of topics for study should be governed by importance to civilized man rather than by picturesqueness or temporary interest.

UNITED STATES HISTORY

The requirements for admission to the regular course are fully equal to those for a second grade certificate. The applicant is supposed to have completed some good text, and to have acquired a ready knowledge of the main facts in their causal relations, and to be able to use them intelligently.

CIVIL GOVERNMENT

The teacher's course being only twelve weeks, the requirements for admission will be somewhat rigid. The examination will cover fully and in detail a good text book, in both general and state government.

PHYSIOLOGY

Applicants should have a familiar knowledge of elementary physiology and hygiene. Such knowledge may be obtained from any of the better high school texts when they are suitably supplemented with practical work and class demonstration. The student should know that his information is definite, and he should be ready to present simple drawings and diagrams.

Classification

The following suggestions are offered, more particularly for the benefit of students entering for the first time, although the various regulations apply to all.

1. Present your credentials to the Principal. If satisfactory, he will refer you to some member of the Faculty for classification.

2. A copy of your high school standing should be filed in the office with the clerk. Blanks for this purpose will be supplied on application.

3. After classification pay your fee to the clerk. She will sign and return to you your classification card.

4. Enroll in your classes without delay. Each of your teachers will sign your card.

5. After having enrolled in all your classes return your classification card to the clerk.

6. Leave no classes permanently and make no change in classification without written permission from the Principal.

7. After the clerk has signed the classification card, all changes must be recorded by her.

8. No student will be permitted to take more than four studies, not including physical training, except by permission of the committee on extra studies.

9. It is important that all students should bear in mind the following regulations:

a.—Students on the general course must take all omitted high school subjects as electives. For required high school subjects see pages 32-36.

b.—Students not specializing on the High School Graduate Course must take seventy-two weeks of the ninety-six weeks of electives in six different departments. See note to Course A, page 46.

c.—Specializing students must take six of the eleven Teachers' Courses, candidates for five years' certificates five, and general students eight.

d.—All students are required to take four terms of physical training, for which no credit is given.

Courses of Study

General Statements

COURSES OFFERED: The Normal College offers both General and Specializing Courses which lead to the life certificate and the degree Bachelor of Pedagogics.

GENERAL COURSES place the electives in several departments.

SPECIALIZING COURSES place at least 96 weeks of electives in one or related departments. The head of the department in which the student is specializing becomes the student's patron and arranges the selection and sequence of electives.

LENGTH OF COURSES: The Full College Course, general and specializing, leading to the degree Bachelor of Pedagogics is three years, with an added three years of successful teaching.

The three years' course just named is practically divided into:

A. College Degree Course, general and specializing, one year with three years successful teaching.

B. College Course, for graduates of approved schools, general and specializing, leading to a diploma and life certificate, two years.

C. College Course, general and specializing, including the academic high school subjects, four years.

NOTE.—Only the tast two years of Course C are regarded as College work.

ACADEMIC GROUP—The high school subjects in which standings must be credited from approved schools or earned in residence, include the following:

Algebra	24 weeks
Geometry	36 "
Rhetoric and Literature	36 "
English and United States History	36 "
Physical Geography	12 "
Botany	24 "
Physics	36 "

These subjects are not regarded as college subjects.

TEACHERS' COURSES.—These subjects include the following:

1. Arithmetic
2. Civics
3. Drawing
4. Geography
5. Grammar
6. History
7. Music
8. Physiology
9. Primary Nature Study
10. Secondary Nature Study.
11. Advanced Reading.

Each course is 12 weeks. At the most eight courses are required. 1, 4, 5, 8 are specified and the others are selected from the courses in the group. No electives can take the place of these eight teachers' courses.

THE NORMAL GROUP.—These subjects are required of all graduates:

Psychology	24 weeks
General Method	12 "
History of Education	12 "
Teachers' Courses, 1, 4, 5, 8	48 "
Teachers' Courses Elected	24 "
Teaching	24 "
Physical Training (no credit)	48 "

Number and sequence of courses will be found fully explained under departments.

Details of Courses

A. One-Year Degree Course

For college and university graduates.

REQUIRED COURSES:

1.	The normal group, or (see p. 40)	144 weeks
2.	Electives from college subjects	144 "
3.	Three years of successful teaching.	

Note.—The one full year must be taken in residence after completing the course for the life certificate. Credits earned before taking the life certificate cannot be counted on the degree course.

Group 1 must take precedence of group 2. If credits have been earned upon group 1 either in whole or in part, subjects are selected from group 2 to fill the remaining time.

The electives may be general or specializing at the option of the student.

College subjects shall be understood to include those subjects upon which the university or college of like rank would, under the same conditions, give credits.

The three years of teaching may, at the discretion of the Council, be required after the year of residence.

Number and sequence of courses will be found fully explained under departments.

Candidates for this degree should file with the committee *at the beginning of the year* of collegiate work their life certificates or a copy of the subjects credited upon it, and should classify with the committee as far as possible for the entire year.

B. College Two-Years Course

For graduates from approved schools.

GENERAL COURSES:

1.	The normal group	(see p. 45)	144 weeks
2.	Elementary drawing	. .	24 "
3.	Two elected teachers' courses	. .	24 "
4.	Electives from departments	.	96 "

Note.—The electives must include any of the academic group not in the student's high school course. At least 12 weeks of electives must be drawn from each of the following departments: English, history, geography, natural sciences, physical science, mathematics. Subjects in which standings were submitted from the high school can not, if elected, be given added credit.

SPECIALIZING COURSES:

1.	The normal group	(see p. 45)	144 weeks
2.	Electives determined by patron	.	144 "

Note.—Course B can not be shortened by high school credits. It may be shortened, however, by college credits, but not to exceed 144 weeks.

SPECIALIZING KINDERGARTEN-PRIMARY COURSE:

1.	The normal group	(see p. 45)	144 weeks
2.	Electives under direction of the patron		144 "

Note.—The Superintendent of the Training School is the patron of this department. The electives determined by the patron include:

Kindergarten instruction 1, 2, 3
Kindergarten music
Primary methods
Elementary drawing 1, 2
Blackboard sketching
Teachers' history
American literature, 1
Teaching 3

C. College Four-Years Course

For non-accredited students.

GENERAL COURSES:

1.	Academic group (see p. 45)	204 weeks
2.	The normal group (see p. 45)	144 "
3.	Elementary drawing	24 "
4.	Two elected teachers' courses	24 "
5.	Principles of criticism	24 "
6.	Senior history	24 "
7.	Elected courses	132 "

Note.—At least 72 weeks of the 132 must be taken from a single group of subjects.

Only the last two years of Course C is strictly college work.

SPECIALIZING COURSES:

1.	Academic group (see p. 45)	192 weeks
2.	The normal group (see p. 45)	144 "
3.	Principles of criticism	24 "
4.	Senior history	24 "
5.	Electives determined by patron	192 "

Note.—Physical geography is not required. Course C may be shortened by credits from approved schools.

THE FIVE-YEARS CERTIFICATE may be secured by completing three years, or 432 weeks, of the General Four-Years Course.

1.	The academic group (see p. 45)	204 weeks
2.	The normal group (see p. 45)	144 "
3.	Elementary drawing	24 "
4.	Electives from different departments	60 "

Note.—Groups 1, 3, 4 may be credited from approved schools or earned in residencé. An extra election of 12 weeks may take the place of one teachers' course not required.

GRADUATION AND DEGREES

1. A Life Certificate and Diploma will be granted to all persons completing the College Two-Years Course (Course B) and the Four-Years College Course (Course C).

2. The degree of B. Pd. will be granted upon the completion of the One-Year Degree Course (Course A).

Provisions are made for taking the Master's degree as follows: Any one holding the degree of Bachelor of Pedagogics from the Michigan State Normal College, may, upon application, receive the corresponding Master's degree (M. Pd.) upon the following conditions:

1. He shall furnish evidence satisfactory to the Faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

2. He shall prepare and present a thesis acceptable to the Faculty, upon some subject connected with the history, science, or art of education; the Faculty reserving the right to assign the subject of such thesis.

PARTIAL COURSE

Teachers wishing to prepare for the examinations for state teachers' certificates can enter any classes for which they are prepared, without taking one of the regular courses. Furthermore, teachers of some experience and fair scholarship who wish to add to their skill as instructors in special subjects, or grades of subjects—as, for example, high school English, drawing in the grades, music, physical training, science, history, foreign languages—are admitted to such studies as they choose, subject, however, to the direction of the Principal and the heads of departments concerned.

In such cases the work done is credited on the books but leads to no certificate, unless one of the full courses is completed.

Persons wishing to take up special studies are subject to the same conditions of admission as other students. (See p. 39.)

Many students, for various reasons, are not able to complete one of the regular courses without interruption. To these no credits once earned are lost, and there is no objection to their continuing and completing the course at any subsequent time.

Details of Departments

Drawing

ACADEMIC HIGH SCHOOL COURSES

1. ELEMENTARY DRAWING 1. 12 WEEKS.
   1 must precede 2.

The aim in elementary drawing both 1 and 2, is to study perspective principles and work in outline, light and shade, and value from type forms, still-life and flowers, using pencil or water-colors. Some work in space relations or simple composition is introduced; also a brief study of historic ornament.

Fall, winter, and spring quarters.

Fall quarter—Four sections, 8–9, 9–10, 10–11, 1–2.
Winter quarter—Two sections, 8–9, 9–10.
Spring quarter—Two sections, 8–9, 9–10.
Room 10.

2. ELEMENTARY DRAWING 2. 12 WEEKS.
   1 must precede 2.

Fall, winter, and spring quarters.

Fall quarter—One section, 11–12
Winter quarter—Three sections, 10–11, 11–12, 1–2.
Spring quarter—Three sections, 10–11, 11–12, 1–2.
Room 10.

COLLEGE ELECTIVE COURSES

3. BLACKBOARD SKETCHING 1. 12 WEEKS.
   Elementary drawing 1 and 2 or their full equivalent must precede.

The aim in this course is to enable the student to sketch quickly and accurately upon the board in light and shade. The work is mainly in representing still-life objects and landscape features.

Fall, winter, and spring quarters.

Fall quarter—One section, 8–9.
Winter quarter—One section, 8–9.
Spring quarter—One section, 1–2.
Room 24.

4. ADVANCED DRAWING 1. 12 WEEKS.

Elementary drawing 1 and 2, or their full equivalent, must precede.

Drawings are made from still life, flowers, and out-door scenes, with pencil, pen and ink, and water colors. Some work is given in original composition and designing.

Either 1 or 2 may be taken first.

Fall and winter quarters.

Fall quarter—One section, 9–10.
Winter quarter—One section, 9–10.
Room 14.

5. ADVANCED DRAWING 2. 12 WEEKS.

Elementary drawing 1 and 2 or their full equivalent must precede.

The work of this course is in charcoal from still-life, flowers, and casts. Original compositions are made in black and white and in colors.

Either 1 or 2 may be taken first.

Fall and spring quarters.

Fall quarter—One section, 10–11.
Spring quarter—One section, 9–10.
Room 14.

6. TEACHERS' DRAWING 1. 12 WEEKS.

Fall and winter quarters.

Fall quarter—One section, 4–5.
Winter quarter—One section, 4–5.
Room 7.

7. LIFE SKETCHING 1. 12 WEEKS.

Elementary drawing 1 and 2 and advanced drawing 1 and 2, or their equivalent, must precede.

This class has two hours daily, four days in the week. The work is mainly in pencil from life models. Instruction is also given in figure composition.

Fall and winter quarters.

Fall quarter—One section, 10–12.

Winter quarter—One section, 10–12.

Room 58.

8. LIFE SKETCHING 2. 12 WEEKS.

Elementary drawing 1 and 2, advanced drawing 1 and 2, and life sketching 1, or their full equivalent, must precede.

In this course the work is done chiefly from the head and shoulders in charcoal. Instruction is given in figure compositon, illustrating, and poster making.

Spring quarter—One section, 10–12.

Room 58.

9, ADVANCED DRAWING AND BLACKBOARD SKETCHING.

Teachers' drawing 1 and blackboard sketching 1 must precede.

Each is a six-weeks course, and together they make up the term. These are continuations of teachers' drawing 1 and blackboard sketching 1, and are intended particularly for students specializing in this department.

Spring quarter—One section, 8–9.

Rooms 7 and 24.

English

PREPARATORY COURSE

1. GRAMMAR.

A rapid review of Reed and Kellogg's Higher Lessons, preparatory to the study of elementary rhetoric.

Fall and Winter quarters, 2-3. Room 41. Miss Downing.
Spring quarter, 3-4.

ACADEMIC HIGH SCHOOL COURSES

1. RHETORIC.

Presupposes preparatory grammar. The text-book is largely a hand-book of reference; punctuation, figures, and elementary principles of style, being studied in connection with selected classics. Continued practice is also given in paragraph writing and composition.

Fall quarter, 11–12. Room 42.
Fall quarter, 2–3. Room 42.
Winter quarter, 11–12. Room 42.

2. ENGLISH LITERATURE 1 AND 2.

The courses include an outline of the history of English literature, supplemented by a study of representative classics from different periods. They must be preceded by the course in rhetoric.

Course 1.—Fall quarter, 8–9. Room 41.
Fall quarter, 3-4. Room 42.
Winter quarter, 10–11. Room 43.
Course 2.—Winter quarter, 8–9. Room 42.
Winter quarter, 2–3. Room 43.
Spring quarter, 2–3. Room 41.

COLLEGE COURSES

1. PRINCIPLES OF CRITICISM 1.

An application of the principles of elementary literary criticism to the American poets. Duplicate, unannotated copies of the complete works of the author studied are placed in the hands of each student and original criticism is encouraged and cultivated. The

literary criticism is preceded by a brief course of lectures, and presupposes rhetoric and English literature 1 and 2.

Fall quarter, 9–10. Section 1. Room 40. Professor Barbour.
Section 2. Room 41. Miss Pearce.
10–11. Section 3. Room 40. Professor Barbour.
Section 4. Room 41. Miss Pearce.
Winter quarter, 10–11. Section 1 only. Room 41. Miss Pearce.
Spring quarter, 9–10. Section 1. Room 40. Miss Pearce.
9–10. Section 2. Room 41. Miss Bangs.
8–9. Section 3. Room 43. Miss Bangs.

2. PRINCIPLES OF CRITICISM 2.

A study of American prose in accordance with the method suggested for course 1, and in all cases to be preceded by course 1.

Winter quarter, 8–9. Section 1. Room 41. Miss Pearce.
8–9. Section 2. Room 43. Miss Bangs.
9–10. Section 3. Room 43. Miss Bangs.
9–10. Section 4. Room 40. Professor Barbour.
Spring quarter, 10–11. One section. Room 41. Miss Pearce.

3. ADVANCED ENGLISH LITERATURE 1 AND 2.

Course 1 offers a special study of nineteenth century poetry including the poets Shelly, Keats, Tennyson, Swinburne, and Morris; course 2, a study of English fiction of the nineteenth century.

Course 1. Winter quarter, 11–12. Room 41. Miss Pearce.
Course 2. Spring quarter, 11–12. Room 41. Miss Pearce.

4. ENGLISH MASTERPIECES.

A study of Carlyle's Sartor Resartus, DeQuincey's Opium Eater, and selections in poetry from Wordsworth and Tennyson.

Spring quarter, 10–11. Room 43. Professor Barbour.

5. SHAKESPEARE.

Lectures upon the technique of the drama, followed by an analytical study of Hamlet, Macbeth, and King Lear.

Winter quarter, 3–4. Room 40. Professor Barbour.

6. ANGLO-SAXON.

Cook's First Book of Old English, followed by a course of lec-

tures upon the history of the English language. The course is considered of special value to teachers of English grammar.

Fall quarter, 2–3. Room 42. Miss Blount.

7. MIDDLE ENGLISH.

The study of Chaucer in Sweet's Second Middle English Primer, and Morris's Prologue and Knight's Tale.

Winter quarter, 10–11. Room 42. Miss Blount.

8. TEACHERS' GRAMMAR.

An academic review of English grammar accompanied by a professional study of method in teaching.

Fall quarter, 8–9. Section 1. Room 42.
2–3. Section 2. Room 41. Miss Downing.
9–10. Section 3. Room 42.
11–12. Section 4. Room 41. Miss Pearce.

Winter quarter, 2–3. Section 1. Room 41.
9–10. Section 2. Room 41. Miss Pearce.
10–11. Section 3. Room 42.

Spring quarter, 9–10. Section 2. Room 42.
10–11. Section 3. Room 42.
2–3. Section 1. Room 41. Miss Downing.

9. ADVANCED COMPOSITION.

The work of this course constitutes a practical application of the principles of rhetoric to English composition. It includes the writing of themes in description, narration, exposition, and argument, together with a study of models in these four types of composition. In connection with the written work there will be given also a critical study of sentence and paragraph structure, and the effectiveness of figures of speech.

Fall quarter, 1–2. Room 51. Associate Professor Lathers.

Elocution, Oratory, and Reading

1. READING AND ORTHOEPY. This course gives preparatory credit only.

A study of the correct use and interpretation of diacritical marks, of the intelligent use of the dictionary, and of the simpler principles of vocal expression.

Fall and Winter quarters, 4-5. Room 51. Associate Professor Lathers.

2. ADVANCED READING.

Study of steps in reading; mental attitude of reader; central idea; time, pitch, quality, and force; stimulus of imagination; literary interpretation. Study of method in teaching reading. Basis of this work is practical work in oral reading.

Fall quarter, 3-4. Room 51. Associate Professor Lathers.
Winter quarter, 3-4. Room 51. Associate Professor Lathers.
Spring quarter, 3-4. Room 51. Associate Professor Lathers.

3. ELOCUTION AND ORATORY 1.

Vocal exercises; study of sources of power in speaking; quality of voice and force; preparation and delivery of selections from classic literature.

Fall quarter, 2-3. Room 51. Associate Professor Lathers.
Winter quarter, 2-3. Room 51. Associate Professor Lathers.
Spring quarter, 2-3. Room 51. Associate Professor Lathers.

4. ELOCUTION AND ORATORY 2.

Continuation of course 1, which must precede it. Vocal exercises; study of time and pitch; learning of classic selections; writing and delivery of one original composition.

Fall quarter, 1-2. Room 51. Associate Professor Lathers.
Winter quarter, 1-2. Room 51. Associate Professor Lathers.
Spring quarter, 1-2. Room 51. Associate Professor Lathers.

5. ELOCUTION AND ORATORY 3.

Must be preceded by courses 1 and 2. Study of two masterpiece orations; theory of the oration and sources of orator's power; writing and delivering of one oration and recitation of standard selections.

Spring quarter, 4-5. Room 51. Associate Professor Lathers.

Geography

PREPARATORY COURSES

1. ELEMENTARY GEOGRAPHY. 12 WEEKS.

For students who come insufficiently prepared.

The course will take up the distribution of physical, climatic and industrial regions of the earth.

Class exercises and Tarr and McMurray's Third Book.

Fall quarter, 1-2. Room 9. An assistant.

HIGH SCHOOL COURSE

2. PHYSICAL GEOGRAPHY. 12 WEEKS.

Credited from high schools. Required of all non-specializing students, who have not studied the subject. Pre-requisite—course 1. An introductory course with Dryer's Physical Geography as text-book, maps, models, pictures and reading.

Winter quarter, 1-2. Room 9. An assistant.

COLLEGE COURSE

3. TEACHERS' GEOGRAPHY. Required of all students.

It is the object of this course to give thorough training in those fundamentals on which all good geographic teaching depends, as the earth as a planet, seasons, latitude, longitude, climate, and weathering and erosional processes. Lectures and laboratory work.

Fall, winter and spring quarters, three sections, 8-9, 9-10, 10-11. Room 7. Prof. Jefferson.

ELECTIVE

4. FIELD GEOGRAPHY. 12 WEEKS.

Courses 1 and 2 must precede and 3 is recommended as preparation. This course offers training in the use of the local "out-of-doors" as matter of regular instruction in geography. The exercises will be conducted mostly in the open air.

Fall quarter, 3-4. Professor Jefferson.

5. COMMERCIAL GEOGRAPHY. Prerequisite—course 3.

The object will be to treat of the geographic control on the production and exchange of such commodities as cotton, wheat, iron, copper, wool and manufactured articles, to develop the principles

underlying and guiding commercial activities. Adams's Commercial Geography and reading.

Spring quarter, 12 weeks, 1-2. Room 9. An assistant.

6. PHYSIOGRAPHY OF THE LANDS. 12 WEEKS. (*First offered in 1903.*) Prerequisite course 3.

Text-book, Davis's Physical Geography. Lectures, models, maps, and reading.

Spring quarter, 11-12. Room 7. Professor Jefferson.

7. GEOGRAPHY OF THE UNITED STATES.
(Not given in 1902, 1903.)

8. GEOGRAPHY OF EUROPE.
(Not given in 1902, 1903.)

German and French

GERMAN

Fall Quarter

1. COURSE FOR BEGINNERS.

   Pronunciation, reading, writing, speaking. Thomas's German Grammar. 8-9. Room 35.

4. Thomas's German Grammar, part II, once a week. Written exercises. Reading, seventy-five pages from such works as Baumbach, Die Nonna; Storm, Immensee; Jensen, Die braune Erica; Hauff, Das kalte Herz. 10-11. Room 36. Miss Robson.

7. a. Gerstäcker, Irrfahrten. Reading, with much practice in speaking. Reproduction of the German text in writing. 9-10. Room 35. Miss Robson.

7. b. Eichendorf, Aus dem Leben eines Taugenichts. Reading, with much practice in speaking. Reproduction of the text in writing. 10-11. Room 33. Professor Lodeman.

10. German themes, once a week. Study of idioms. Reading, Fischer, Germany, and the Germans (edited by Lodeman). Ballads and Lyrics. 9–10. Room 35. Professor Lodeman.

Winter Quarter

2. Thomas's German Grammar, Part I completed. Much practice in pronouncing and reading. 8–9. Room 36.

5. Thomas's German Grammar, Part II continued, once a week. Written exercises. Reading, one hundred pages from such works as Wildenbruch, Der Letzte; Heyse, Das Mas Mädchen von Treppi, l'Arrabiata; Schiller, Der Neffe als Onkel; Benedix, Der Prozesz, der Weiberfeind, Günstige Vorzeichen. 10-11. Room 36. Miss Robson.

8. a. German exercises, with references to Thomas's Grammar. Part II. Sudermann, Der Katzensteg. 9-10. Room 36. Miss Robson.

8. b. German exercises, with references to Thomas's Grammar, Part II. Lessing, Minna von Barnhelm. 10-11. Room 35. Professor Lodeman.

11. German themes, once a week. Schiller, Wallenstein, or Lessing, Nathan der Weise, and H. Grimm, Raphael und Michel Angelo. 9-10. Room 35. Professor Lodeman.

13. Course in German literature, lectures and readings; twice a week. Advanced German composition, with conversation; twice a week. 8-9. Room 35. Professor Lodeman.

1. a. Course for Beginners. Room 35. Same as Course I.

Spring Quarter

3. Reading (and translating) of from 75 to 100 pages from works like those named below (editions with notes and vocabularies.) Study of *strong verbs* found in the text. Wenckebach, Glück auf; Anna von Krane, Solitaria; Hans Hoffmann, Der faule Bepo; Ernst von Wildenbruch, Das Orakel. (These short stories have been edited by Dr. Bernhardt under the title "Stille Wasser.") Seidel, Leberecht Hühnchen; Leander (von Volkmann), Kleine Geschichten; Geibler, Deutsche Sagen. 8-9Room 35.

6. Thomas's Grammar, Part II completed, once a week. Written exercises and study of idioms; Freytag, die Journalisten, or Schiller, Wilhelm Tell, or Riehl, Culturhistorische Novellen (Der Fluch der Schönheit, Burg Neideck, Der stumme Ratsherr). 10-11. Room 36. Miss Robson.

9. a. German exercises, once a week. Schiller, Maria Stuart. 9-10. Room 36. Miss Robson.

9. b. German exercises, once a week. Schiller, Die Jungfrau von Orleans. 10-11. Room 35. Professor Lodeman.

12. German themes, once a week. Gœthe, Iphigenie, or Tasso, or Faust I; Modern Historical Prose 9-10. Room 35. Professor Lodeman.

2. a. Continuation of Course 1 a. Same as Course 2.

14. TEACHERS' COURSE.

Study of several methods of teaching modern languages, upon the basis of publications on that subject in special works and periodicals. Study of certain topics of historical German grammar. Courses in reading along the line of German literature, biography, and history. (The departmental library, to which the students have free access, consists of about eight hundred well selected books, including many of the latest publications on literary history and criticism.) 11-12. Room 35. Professor Lodeman.

Note.—Specializing students may elect this course for one of the selected Teachers' Courses named on p. 40.

FRENCH

Fall Quarter

1. COURSE FOR BEGINNERS.

Pronunciation, reading, and elementary grammar. Whitney's Brief French Grammar and Houghton's French by Reading. 8-9. Room 36. Miss Robson.

4. Mérimeé, Colomba. Kimball's Exercises based on Colomba. 11-12. Room 36. Miss Robson.

7. Molière, Les Femmes savantes; Racine, Athalie; Victor Hugo, Hernani. Whitney's French Grammar for reference. Written exercises. 11-12. Room 35. Professor Lodeman.

Winter Quarter

2. CONTINUATION OF COURSE I.

Whitney's Brief French Grammar, and Houghton's French by Reading. 8-9. Room 36. Miss Robson.

5. Modern French stories and plays, with practice in speaking and writing. Augier and Sandeau, Le Gendre de M. Poirier; Sarcey, Le Siège de Paris. 11-12. Room 36. Miss Robson.

8. Taine, Les Origines de la France contemporaine (La Révolution). Readings from Balzac and Musset, with conversation. Written exercises once a week. 11-12. Room 35. Professor Lodeman.

Spring Quarter

3. CONTINUATION OF COURSE 2.

The same text-books as in course 2. Much practice, written and oral, in the use of French idioms. 8-9. Room 36. Miss Robson.

6. Modern Prose. Coppée and Maupassant, Tales. 11-12. Room 36. Miss Robson.

History

PREPARATORY COURSE

1. THE HISTORY AND GOVERNMENT OF THE UNITED STATES. COLONIAL PERIOD.

   This course must precede all the regular courses in history. It is urged that students come prepared to pass the examination. The time required for the course will be determined by the proficiency of the student. Fall quarter. Room 49. 9-10.

ACADEMIC HIGH SCHOOL COURSES

The following courses are required of all regular four-years course students:

2. THE HISTORY OF ENGLAND. 24 WEEKS.

   Text-book: Coman and Kendall. Begins each quarter. 8-9, 9-10, 2-3, 3-4. Room 48. Miss Buell.

3. THE POLITICAL HISTORY OF THE UNITED STATES. FEDERAL PERIOD. 12 WEEKS.

   Course 3 presupposes courses 1 and 2 or an equivalent. Text-book: McLaughlin. Each quarter. 2-3. Room 49. Miss Buell.

ELECTIVE COLLEGE COURSES

The following courses are open to students who are specializing in the different departments, or are upon the general two-years course, or are doing post-graduate work:

4, THE SENIOR COURSE IN GENERAL HISTORY. 24 CONSECUTIVE WEEKS.

   Text-book: Adams's European History. Winter and spring quarters. 4-5. Room 47. Miss Buell.

   Students specializing in the languages, see courses 5 and 6, or 7 and 8.

   Students on the advice of the head of department, instead of course 4, may elect from courses 9, 10, 11 and 12, 15 and 16, 11 and 17.

5. THE HISTORY OF GREECE TO THE CONQUEST BY THE ROMANS. 12 WEEKS.

Course 5 with course 6 may be elected by the Ancient Classical students for senior history. Text-book: Botsford, with assigned reading. Fall quarter. 11-12, and 3-4. Room 47. Miss Shultes.

6. THE HISTORY OF ROME TO THE FALL OF THE ROMAN EMPIRE. 12 WEEKS.

Supplementary to course 5. It is urged that courses 5 and 6 follow each other in the order named, and when made the senior history this sequence will be required. Text-book: Allen, with assigned reading. Winter quarter. 11–12, 3-4. Room 47. Miss Shultes.

7. THE MEDIÆVAL HISTORY OF EUROPE FROM 800 TO 1500. 12 WEEKS.

Courses 7 and 8 may be elected by the Modern Classical students for senior history.
Text-book: Myers, with assigned reading. Spring quarter. 11-12 and 3-4. Room 47. Miss Shultes.

8. THE MODERN HISTORY OF EUROPE. 1500 TO THE PRESENT TIME.

When courses 7 and 8 are elected as senior history, 7 must precede 8. Text-book: Myers, with assigned reading. Fall quarter. 11-12 and 3-4. Room 47. Miss Shultes.

9. THE POLITICAL AND CONSTITUTIONAL HISTORY OF ENGLAND. 24 WEEKS.

Course 9 presupposes such knowledge of English history as may be gained from course 2.

The course follows outlines arranged for library work. Discussions and written reports. Winter and Spring quarters. 8-9. Room 47. Miss Shultes.

10. THE FORMATION AND DEVELOPMENT OF THE CONSTITUTION OF THE UNITED STATES. 24 WEEKS.

Course 10 makes an intensive study, using largely source material. Discussions and reports. Fall and Winter quarters. 11-12. Room 45. Miss Putnam.

11. POLITICAL ECONOMY. 12 WEEKS.
Course 11 followed by course 12 may be elected for senior history. Text-book: Walker, supplemented by lectures, discussions, and written reports. Winter quarter. 9-10. Room 45. Miss Putnam.

12. POLITICAL SCIENCE. 12 WEEKS.
Course 12 presupposes course 14 in which the student must have shown aptitude for the study. Text-book: Pollock, with assigned topics for investigations. Spring quarter. 9-10. Room 45. Miss Putnam.

13. THE TEACHERS' HISTORY. 12 WEEKS.
Course 15 presupposes such knowledge as may be gained from the required courses or from the usual high school course. Some knowledge of psychology is also indispensable. Lectures, discussions, assigned reading, and the handling of primary material. Each quarter. 8-9 and 10-11. Room 49. Professor King.

14. THE TEACHERS' CIVICS. 12 WEEKS.
Course 14 presupposes a knowledge of the facts of civil government and courses 2 and 3, or an equivalent. Text-book: Willoughby, with assigned reading. Each quarter. 8-9 and 10-11. Room 45. Miss Putnam.

15. HISTORICAL METHOD. 12 WEEKS.
Courses 15 and 16, in the order named, may be elected for senior history.
Course 13 must precede course 15. Text-book: Mace, with assigned reading. Summer and fall quarters. 11-12. Room 49. Professor King.

16. PRIMARY HISTORICAL MATERIAL. 12 WEEKS.
Course 16 presupposes courses 13 and 15. Class teaching from source material, research, and written exposition. Winter quarter. 11-12. Room 49. Professor King,

17. A STUDY OF SOCIETY. 12 WEEKS.
Course 17 is intended for advanced students. It presupposes some knowledge of history and also an elementary investigation. The course follows a brief text-book supplemented by library reading, discussion, and written report. Spring quarter. 11-12. Room 49. Professor King.

Latin and Greek

LATIN

Preparatory Courses

1. Beginners' Latin.
   Fall quarter. 2–3. Room 23. Miss Muir.

2. Beginners' Latin. Winter quarter, 2–3. Room 23. Miss Muir.

3. Beginners' Latin and Viri Romae, or Second Year Latin Spring quarter. 2–3. Room 23. Miss Muir.

Courses 1–3 are preparatory, and students are urged to come with at least one year of Latin. Preparatory Latin does not receive credit on the Normal course unless it be accompanied or followed by German, in which case credit for language work for three quarters will be given, to apply either upon Latin or German.

High School Courses

4. Viri Romae, or Second Year Latin, and Latin Composition.
   Fall quarter. 11–12. Room 23. Miss Muir.
5. Cæsar and Latin Composition. Winter quarter. 11–12. Room 23. Miss Muir.

6. Cæsar and Latin Composition. Spring quarter. 11–12. Room 23. Miss Muir.

7. Cicero and Latin Composition. Fall quarter. 9–10. Room 23. Miss Muir.

8. Cicero and Latin Composition. Winter quarter. 9–10. Room 34. Miss Muir.

9. Ovid and Mythology. Spring quarter. 9–10. Room 34. Professor D'Ooge.

The work in mythology is conducted by means of carefully prepared reading courses which serve not only to teach the myths of Greece and Rome, but also to explain the presence of these myths in our modern literature.

10. Ovid. Fall quarter. 11–12. Room 22. Dr. Stuart.

11. Vergil. Winter quarter. 11–12. Room 22. Dr. Stuart.

12. Vergil. Spring quarter. 11–12. Room 22. Dr. Stuart.

College Courses

13. Livy and Latin Composition. (2 sections.)
Fall quarter. 8–9 and 2–3. Room 22 Dr. Stuart.

14. Livy and Latin Composition. (2 sections.)
Winter quarter. 8–9 and 2–3. Room 22. Dr. Stuart.

15. Latin Selections. Spring quarter. 8–9. Room 34. Professor D'Ooge.

16. Horace. Fall quarter. 8–9. Room 34. Professor D'Ooge.

17. Horace. Winter quarter. 8–9. Room 34. Professor D'Ooge.

18. Latin Comedy. Spring quarter. 10–11. Room 34. Professor D'Ooge.

19. Latin writing I (3 times).
Spring quarter. 11–12. Room 22. Dr. Stuart.

This course is open to such only as have had at least four years of the language. It is designed to meet the needs of those who look forward to teaching Latin, and combines drill in the translation of connected English into idiomatic Latin with a thorough review of syntax.

20. Latin Sight Reading (3 times).
Fall quarter. 10–11. Room 34. Professor D'Ooge.

Open to such only as have had at least three years of Latin. This course affords systematic drill in the building of a vocabulary, and in the principles underlying the structure of the Latin sentence, so that the peculiarities of order may become thoroughly familiar and progress in reading be easier and more rapid.

21. Teachers' course in Cæsar, Cicero, and Vergil.
Winter quarter. 11–12. Room 34. Professor D'Ooge.

This course is required of all who expect to teach Latin and is open to such only as have had at least five years of the language. The lectures present: (1) a brief history of the Latin language and its relation to other languages; (2) the justification of Latin in the secondary school; (3) problems and methods of teaching secondary Latin; (4) pronunciation, quantity, prosody; (5) a general bibliography and a consideration of the best text-books; (6) ancient books and

the general principles of textual criticism. Students who are specializing may take this course as one of the required teachers' courses.

22. Historical Latin Grammar (3 times). Winter quarter. 10–11. Room 34. Professor D'Ooge.

Course 22 is open only to those that have had at least five years of Latin.

23. Latin Writing II (2 times). Fall quarter. 10–11. Room 34. Professor D'Ooge.

Course 23 is an advanced course and presupposes a credit in Latin Writing I. While the latter has most to do with matters of syntax, the former is devoted to a study of style and diction.

24. Latin Inscriptions (2 times). Winter quarter. 10–11. Room 34. Professor D'Ooge.

Course 24 may be elected only by such as obtain special permission from the head of the department.

GREEK

High School Courses

1. Beginners' Greek. Fall quarter. 8–9. Room 23. Miss Muir.

2. Beginners' Greek. Winter quarter. 8–9. Room 23. Miss Muir.

3. Beginners' Greek and Anabasis. Spring quarter. 8–9. Room 23. Miss Muir.

4. Anabasis and Greek Composition. Fall quarter. 9–10. Room 34. Professor D'Ooge.

5. Anabasis and Greek Composition. Winter quarter. 9–10. Room 34. Professor D'Ooge.

6. Homer's Iliad. Spring quarter. 2–3. Room 22. Dr. Stuart.

College Courses

7. Homer's Odyssey. Fall quarter. 1–2. Room 23. Miss Muir.
8. Homer's Odyssey, Lysias and Greek Composition. Winter quarter. 1–2. Room 23. Miss Muir.

9. Lysias and Greek Composition. Spring quarter. 1–2. Room 23. Miss Muir.

No student may take up Greek who has not had at least one year of Latin. It is so important an adjunct of Latin that all who are preparing to teach the latter are urged to take at least one year of Greek. A fair knowledge can be obtained in that time.

Course in Greek Art

1. Greek Art and Archæology for beginners (2 times). Spring quarter.

This course is open not only to classical students, but also to others upon special application and permission from the head of the department. The course will be given by lectures and illustrated by the stereopticon.

The department has a well equipped classical library of more than 500 volumes, representing standard authorities in English, French and German. Large accessions to this collection are being made year by year, and the facilities of this nature are ample for all our purposes of study and investigation. Strong emphasis is laid upon collateral reading in connection with all classical authors. The department is also well supplied with maps, charts, and photographs, of which constant use is made, and additional illustrative material has recently been provided in the shape of a large collection of lantern slides.

Within the past year the efficiency of the department has been greatly increased by the addition of three courses in Latin (22, 23, 24), and the course in Greek art. The large number of students electing this work, and their enthusiasm for it, have more than justified the extension of the courses. The work offered by the department is amply sufficient for the thorough training of teachers for the best secondary schools.

Mathematics

PREPARATORY COURSE

1. PREPARATORY ARITHMETIC.

   A thorough drill in the fundamental parts of arithmetic. The aim of this course is to secure rapidity and accuracy in computing. Fall and winter qnarters. 2-3. Room 50 A. Miss Thompson.

HIGH SCHOOL COURSES

The following courses are required of all regular four-years course students:

2. ALGEBRA 1. 12 WEEKS.

   Elementary algebra through equations of the first degree with two unknown quantities. Text-book: White's School Algebra. Fall and spring quarters. 2-3. Room 50 A. Miss Thompson.

3. ALGEBRA 2. 12 WEEKS.

   A continuation of Algebra 1 to quadratic equations. Fall quarter, 10-11, and winter quarter, 1-2. Room 50 A. Miss Thompson.

4. ALGEBRA 3. 12 WEEKS.

   A continuation of Algebra 1 and 2 through quadratic equations. Winter quarter, 9-10, and spring quarter, 10-11. Room 50 A. Miss Thompson.

5. PLANE GEOMETRY 1. 12 WEEKS.

   An elementary course in plane geometry through rectilinear figures and the equality of polygons. Text-book: Beman and Smith.

   Fall quarter, 8-9. Room 39. Associate Professor Stone.
   9-10. Room 50 A. Miss Thompson.
   Spring quarter. 8-9. Room 50 A. Miss Thompson.

6. PLANE GEOMETRY. 12 WEEKS.

   A continuation of course 6. Plane geometry completed.

Winter quarter. 8-9. Room 39. Associate Professor Stone. 10-11. Room 50 A. Miss Thompson.

7. SOLID GEOMETRY. 12 WEEKS.

Text-book: Beman and Smith.
Fall quarter. 10-11. Room 39. Associate Professor Stone. Spring quarter. 11-12. Room 39. Associate Professor Stone. 10-11. Room 50 A. Miss Thompson.

COLLEGE COURSES

8. TEACHERS' ARITHMETIC. 12 WEEKS.

This course is carried on partly by lectures on the history and pedagogy of the subject and partly by a review of the typical parts of the subject. This course must be preceded by all the high school courses given above. Text-book: Beman and Smith. *Required of all students*. Offered each quarter.
Fall, 8-9, 10-11, 11-12, 3-4. Winter, 9-10, 10-11, 11-12. Spring, 9-10, 11-12. Room 50. Professor Lyman. Room 39. Associate Professor Stone. Room 50 B. Miss Norton.

9. METHODS IN ALGEBRA. 12 WEEKS.

This course covers the work offered in secondary schools, and is designed for teachers or those who intend to become teachers. Special attention will be paid to the history and pedagogy of the subject. Fall quarter. 9-10. Room 50. Professor Lyman.

10. METHODS IN GEOMETRY. 12 WEEKS.

A review of plane and solid geometry. Special attention will be paid to methods and presentation of the subject. Text-book: Beman and Smith. Winter quarter. 9:10. Room 50. Professor Lyman.

11. HISTORY OF MATHEMATICS. 12 WEEKS.

This course is designed to show the student how the subjects he is to teach have developed. Students have access to the large collection of books in the library. Spring quarter. 9-10. Room 50. Professor Lyman.

Course 12 or 13 is required of all students taking the general course.

12. TRIGONOMETRY. 12 WEEKS.

Elementary course in plane and spherical trigonometry. Presupposes all high school courses. Text-book: Lyman and Goddard. Each quarter.
Fall quarter. 2-3. Room 50 A. Miss Thompson.
Winter quarter. 4-5. Room 50 A. Miss Thompson.
Spring quarter. 2-3. Room 50 A. Miss Thompson.

13. HIGHER ALGEBRA 1. 12 WEEKS.

Besides giving a more comprehensive view of elementary algebra than could be given in courses 2, 3, 4, a thorough study is made of the idea of a function, the remainder theorem, symmetry, variation, the progressions, determinants and the graph. Presupposes all high school courses. Text-book: Taylor's College Algebra.
Fall quarter. 8-9, 11-12. Winter quarter. 8-9. Spring quarter. 8-9, 2-3. Room 50 B. Miss Norton.

14. HIGHER ALGEBRA 2. 12 WEEKS.

Higher Algebra 1 continued through the text, and additional work given on the theory of the equation.
Fall quarter. 9-10. Winter quarter. 8-9, 11-12. Room 39. Associate Professor Stone.

15. ANALYTICAL GEOMETRY. 12 WEEKS.

An elementary course in analytical geometry. Presupposes all the previous courses except 9, 10, and 11. Text-book: Tanner and Allen. Fall quarter. 8-9. Room 50. Professor Lyman.

16. DIFFERENTIAL CALCULUS. 12 WEEKS.

Presupposes course 15. Text-book: Osborne. Winter quarter. 8-9. Room 50. Professor Lyman.

17. INTEGRAL CALCULUS. 12 WEEKS.

Text-book: Osborne. Spring quarter. 8-9. Room 50. Professor Lyman.

18. THEORY OF EQUATIONS. 12 WEEKS.

This course presupposes courses 13 and 14. Text-book: Burnside and Panton. Chapters I-X. Spring quarter. 9-10. Room 50 A. Associate Professor Stone.

Music

HIGH SCHOOL SUBJECTS

1. ELEMENTS OF VOCAL MUSIC 1. 12 WEEKS.

   Text-book: Pease's Singing Book. Summer, fall, and spring quarters. 9-10. Winter quarter. 10-11. Mr. White.

As the foundation of all future study is laid in this class, it should be considered of more importance than any other.

The work consists of a careful development of the science of music from the very beginning, together with practical study of sight-reading, voice and ear training.

2. ELEMENTS OF VOCAL MUSIC 2. 12 WEEKS.

   Same text-book as in 1. Summer and spring quarters. 11-12. Winter quarter. 9-10. Mr White.

3. SIGHT READING. 12 WEEKS.

   Text-book: Hallam's Graded Exercises. Winter quarter. 9-10. Miss Bird.

A part of the time in this course will be given to sight reading in instrumental music.

COLLEGE COURSES

4. TEACHERS' COURSE IN MUSIC. 12 WEEKS.

   Text-book: First Reader of Modern Music Series.
   Summer quarter. 9-10. Miss Towner. Fall quarter. 8-9, 2-3. Winter quarter. 8-9. Spring quarter. 8-9, 2-3, Professor Pease. Miss Foster.

This is the only prescribed course in the College, all other classes being optional. It does not presuppose a knowledge of music, except familiarity with the rudiments of music as taught in the elements of vocal music class courses.

Students in this class of twelve weeks are prepared especially for teaching singing in the eight grades. Observation of this work is made at the training school.

5. KINDERGARTEN MUSIC. 12 WEEKS.

   Text-book: Primer of Modern Music Series. Miss Towner. Fall quarter. 8-9. Miss Foster.

18. COUNTERPOINT 3. 12 WEEKS.

Same text-book used as for 1 and 2. Spring quarter. 11-12. Professor Pease.

19. FORM AND COMPOSITION 1. 12 WEEKS.

Text-books: Anger's Form in Composition, and Goodrich's Musical Analysis. Fall quarter. 9-10. Professor Pease.

Composition is continued during the fall, winter, and spring quarters, and is the practical application of the previous studies in harmony and counterpoint.

20. FORM AND COMPOSITION 2. 12 WEEKS.

Same text-book as in 1. Winter quarter. 9-10. Professor Pease.

21. FORM AND COMPOSITION 3. 12 WEEKS.

Same text-book as in 1 and 2. Spring quarter. 10-11 Professor Pease.

11. ARTISTS' CLASS. 12 WEEKS.

To prepare for singing in public. It meets twice a week. Fall, winter, and spring quarters. 10-11. Professor Pease.

12. HARMONY 1. 12 WEEKS.

Text-book. York's Harmony Simplified. Summer quarter. 10-11. Fall quarter. 11-12. Winter quarter. 11-12. Mr. White. Miss Bird.

The study in harmony follows that in theory of music and advanced methods, and continues through three terms. Harmony 1 is also given during the fourth term. Harmony is taught both as a science and as an art, and is made the basis for further progress in counterpoint and composition. It is also the foundation for a better understanding of piano and organ music, and a help in learning to read music at sight.

13. HARMONY 2. 12 WEEKS.

Same text as in 1. Winter quarter. 11-12. Spring quarter. 10-11. Miss Bird. Mr. White.

14. HARMONY 3. 12 WEEKS.

Spring quarter. 10-12. Miss Bird. Same text as in 1 and 2.

15. PRACTICAL HARMONY. 12 WEEKS.

An application of harmony study to the piano forte, and a further training in the mental conception of tones in melodies and in chords. Text-book: Bussler. Spring quarter. 8-9. Miss Bird.

16. COUNTERPOINT. 12 WEEKS.

Text-book: Bridge's and Norris's Counterpoint. Fall quarter. 11-12. Professor Pease.

Counterpoint is given during the fall, winter, and spring quarters, and should follow harmony. It includes the five species in two, three, and four voices. A part of the time is devoted to combined counterpoint.

17. COUNTERPOINT 2. 12 WEEKS.

Same text-book used as for Counterpoint 1. Winter quarter. 11-12. Professor Pease.

18. COUNTERPOINT 3. 12 WEEKS.

Same text-book used as for 1 and 2. Spring quarter. 11-12. Professor Pease.

19. FORM AND COMPOSITION 1. 12 WEEKS.

Text-books: Anger's Form in Composition, and Goodrich's Musical Analysis. Fall quarter. 9-10. Professor Pease.

Composition is continued during the fall, winter, and spring quarters, and is the practical application of the previous studies in harmony and counterpoint.

20. FORM AND COMPOSITION 2. 12 WEEKS.

Same text-book as in 1. Winter quarter. 9-10. Professor Pease.

21. FORM AND COMPOSITION 3. 12 WEEKS.

Same text-book as in 1 and 2. Spring quarter. 10-11 Professor Pease.

Psychology and Education

COLLEGE ELECTIVES

1. PSYCHOLOGY 1. 12 WEEKS.

   Elementary work. Text: Titchener's Primer of Psychology. Fall, spring, and summer quarters. 8–9, 9–10, 10–11, 11–12. Rooms 25 and 26. Dr. Putnam, Professor Laird, Professor Hoyt.

2. PSYCHOLOGY 2. 12 WEEKS.

   Complete text, besides taking the following subjects in child study: imitation, suggestion, habit, play, moral and will training, fatigue, sensory and motor training, and adolescence. Text: Titchener's Primer of Psychology. Fall and winter quarters. 8–9, 9–10, 10-11, 11–12. Rooms 25, 26. Professor Laird, Professor Hoyt.

Note.—A brief course in practical ethics is given in connection with course 2. Dr. Putnam.

3. HISTORY OF EDUCATION 1. 12 WEEKS.

   A study of pre-Christian education. Students are required to take but one course. The other, however, may be elected. Either course may be selected, but must be preceded by the courses in psychology and general method. Text: Davidson's History of Education. Fall, winter, and spring quarters. 8–9. Room 26. Professor Hoyt.

4. HISTORY OF EDUCATION 2. 12 WEEKS.

   The history of modern education. Text: Davidson's History of Education. Fall, winter, and spring quarters. 9–10. Room 26. Professor Hoyt.

5. SCHOOL SUPERVISION. 12 WEEKS.

   A study of the history and problems of supervision: (1) the qualification of the superintendent; (2) his relation to the board of education, teacher, children, and the community; (3) the functions of the superintendent as the executive

officer of the board and as a supervisor; (4) professional ethics. The course is designed for such as are to enter the schools as superintendents and principals. It is elective and must be preceded by psychology and history of education. Spring quarter. 10-11. Room 26.

7. GENERAL METHOD. 12 WEEKS.

Must be preceded by psychology 1 and 2. The purpose of this course is to give as broad a knowledge as possible of the fundamental principles in teaching. Especial attention is given to the following subjects: the various aims and meaning of education; educational values and the common school course; a careful investigation of the principle of apperception and its application to school-room instruction; a study of interest and its educational value; investigation and discussion of the various theories of concentration; the "culture epoch" theory in its relation to interest and concentration, with criticisms; a critical study of the inductive-deductive process of teaching; a series of library studies upon the art of questioning, object lessons, environment and heredity, promotions and classifications, and other subjects of a similar nature. Fall quarter. 8–9. Winter quarter. 8–9. Spring quarter. 8–9, 9-10, 10–11, 11–12, 2–3. Professor Roberts, Professor Laird, and Professor Hoyt.

8. KINDERGARTEN 1. 12 WEEKS.

Must be preceded by psychology 1. Kindergarten gifts, 1, 2, 3. Hand work—clay modeling, sewing, slat interlacing, weaving, folding; study of Froebel's Mother Play Book; songs and games. Fall and winter quarters. 2–3. Kindergarten room. Miss Stowe.

9. KINDERGARTEN 2. 12 WEEKS.

Must be preceded by kindergarten 1. Kindergarten gifts, 4, 5, 6; hand work—geometrical folding, free-hand cutting, school of cutting, intertwining; continue study of Froebel's Mother Play Book; songs and games. Winter and spring quarters. 1–2, 2–3. Kindergarten room. Miss Stowe.

10. KINDERGARTEN 3. 12 WEEKS.

Must be preceded by kindergarten 1, 2. Kindergarten gifts, 7, 8, 9, 10; hand work—color work, cardboard modeling, baskets and braided work with florists' fiber, willow basket weaving; continue study of Froebel's Mother Play Book; songs, games, and stories. Fall and spring quarters. 1-2. Kindergarten room. Miss Stowe.

Reference books used:

Education of Man.—Froebel.
Pedagogics of Kindergarten.—Froebel.
Symbolic Education.—Blow.
Froebel's Education Laws.—Hughes.
Psychology of Froebel's Play Gifts.—Snider.

Physical Training

WOMEN'S DEPARTMENT

Four terms of practical work are required of all students before graduation. This includes the first three terms, together with course 4, 5, or 6, at student's option.

All students doing practical work are required to wear the regulation suit and attend classes regularly. This suit, costing about $5.00, includes all the expense demanded by the practical work. (Students find it less expensive and more desirable to secure suits after reaching here.)

Each student is examined on beginning practical work, to ascertain her special deficiencies and needs, as regards development, and a medical examination is also given, no effort being spared to insure that benefit shall always result from the exercise, and to prevent any injury. Students physically unfit at any time for any part of the work, are excused from the same, during the period of disability. Those thus excused observe the work of the class, and are held responsible for acquaintance with the work. Explanatory circular and blank for the recommendation of the home physician will be sent on application.

1. PHYSICAL TRAINING 1. 12 WEEKS.

   Course 1 is required of all students. Elementary Swedish gymnastics and gymnastic games, with lectures on Swedish gymnastics and general hygiene.
   Summer quarter. 8–9. Mrs. Burton.
   Fall quarter. 8–9. 11–12 3–4. Mrs. Burton and Miss Mann.
   Winter quarter. 4-5. Miss Mann.

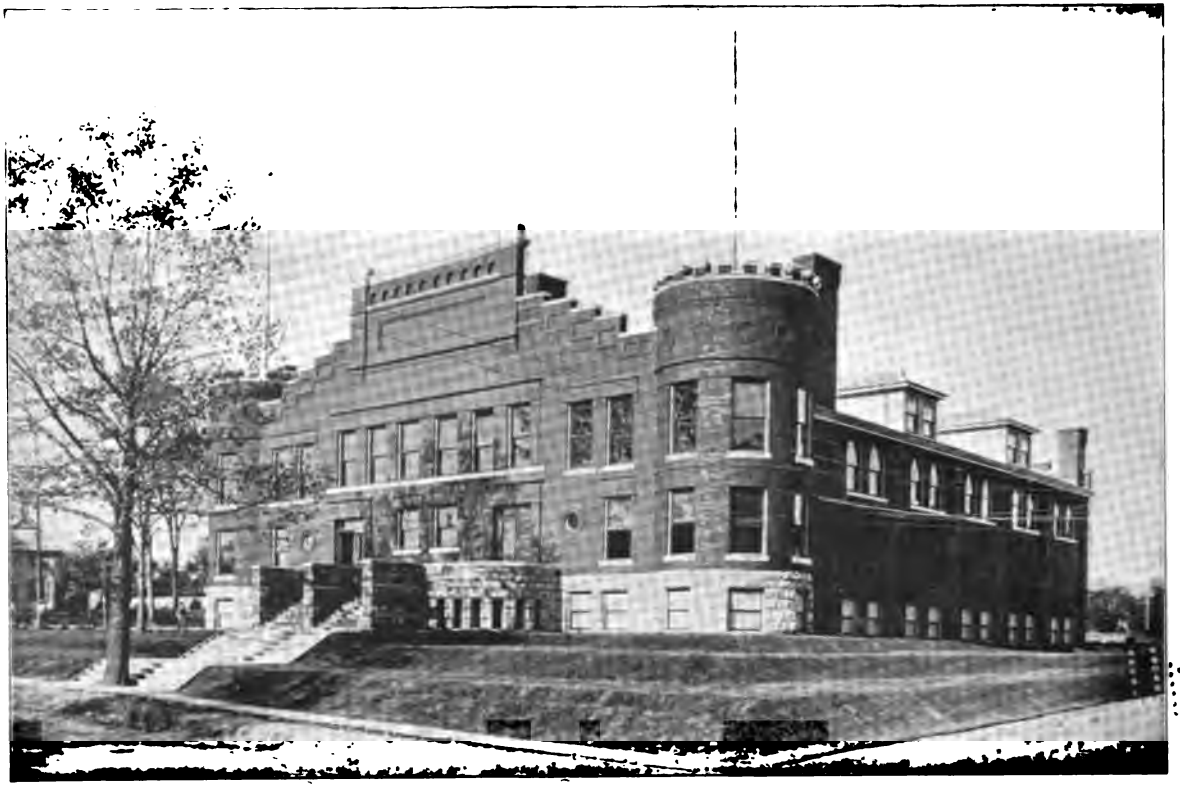
2. PHYSICAL TRAINING 2. 12 WEEKS.

   Course 2 presupposes course 1. Dumb-bell exercises, marching, running, and basket-ball.
   Winter quarter. 8–9, 11-12, 3–4. Mrs. Burton and Miss Mann.

3. PHYSICAL TRAINING 3. 12 WEEKS.

   Course 3 presupposes course 1. Wand and Indian club ex-

GYMNASIUM



GYMNASIUM

ercises with individual assigned work on apparatus, and one lecture each week on the anatomy and mechanics of bodily movements.

Spring quarter. 8-9, 11-12, 3–4. Mrs. Burton and Miss Mann.

Fall quarter. 4–5. Miss Mann.

4. PHYSICAL TRAINING 4. 12 WEEKS.

When courses 1, 2, and 3 are finished, courses 4, 5, or 6 may be taken in any order. Advanced work in Swedish gymnastics, fancy steps, and games, with lectures and practice in teaching exercises to individuals and small squads.

Summer quarter. 10–11. Mrs. Burton.

Fall quarter. 9–10, 2–3. Mrs. Burton.

5. PHYSICAL TRAINING 5. 12 WEEKS.

Lectures and professional training as in course 4; Indian clubs, dumb-bells, bounding balls.

Winter quarter. 9–10, 2–3. Mrs. Burton.

6. PHYSICAL TRAINING 6. 12 WEEKS.

Lectures and professional work as in courses 4 and 5. Exercises with hoops and wands and military marching.

Spring quarter. 9–10, 2–3. Mrs. Burton.

7. PHYSICAL TRAINING 7, 8, AND 9. 12 WEEKS.

Advanced military marching, æsthetic gymnastics, minuets, etc.

The work is varied to meet the needs of the classes.

Fall, winter, and spring quarters. 10–11. Mrs. Burton.

9. TEACHING.

By arrangement with the superintendent of the training school, students who are especially qualified for the work are sometimes permitted to do half of their prescribed teaching in the gymnasium, under supervision of the teachers of the department.

MEN'S DEPARTMENT

Four terms of practical work are required of all students before graduation.

All students are required to wear the regulation suit and attend classes regularly. The suit, costing $3.00 to $4.00, includes all expenses demanded by the practical work.

Each student is examined on beginning practical work, no effort being spared to insure that benefit shall always result from the exercise, and to prevent any injury. Students physically unfit at any time for any part of the work, are excused from the same during the period of disability.

The men's gymnasium is fully equipped, containing all the modern gymnastic apparatus, a padded running track and a large swimming pool.

I. PHYSICAL TRAINING 1, FOR MEN. 12 WEEKS.

Course 1 is required of all students. Elementary Swedish gymnastics, and gymnastic games, including basket-ball.

Fall quarter. 9-10. 2-3. Mr. Teetzel.

Summer quarter. 9-10, Mrs. Burton.

II. PHYSICAL TRAINING 2, FOR MEN. 12 WEEKS.

Course 2 presupposes course 1. Dumb-bell exercises, marching and basket-ball.

Winter quarter. 9-10, 2-3. Mr. Teetzel.

III. PHYSICAL TRAINING 3, FOR MEN. 12 WEEKS.

Course 3 presupposes course 1. Wand and Indian club exercises.

Fall quarter. 10-11. Mr. Teetzel.

Spring quarter. 9-10. 2-3. Mr. Teetzel.

IV. PHYSICAL TRAINING 4, FOR MEN. 12 WEEKS.

When courses 1, 2 and 3 are finished, course 4 may be taken. Dumb-bells and work on the heavy apparatus, including the horizontal bar, parallel bars, climbing apparatus, ladders, horse, flying rings, traveling rings, and tumbling.

Winter quarter. 10-11. Mr. Teetzel.

Spring quarter. 10-11. Mr. Teetzel.

V. OUTDOOR ATHLETICS FOR MEN. 12 WEEKS.

Conducted on the athletic field during the fall and spring.

It includes systematic training in football, baseball and track athletics, under the personal supervision of Mr. Teetzell, and counts for one quarter's work in physical training.

VI. INDOOR ATHLETICS FOR MEN. 12 WEEKS.

This course is also under direct supervision, and includes all branches of track athletics, as running, jumping, wrestling, etc. This course also counts as one quarter of physical training.

Winter quarter. 4-5. Mr. Teetzel.

VII. SWIMMING.

Spring quarter. 11-12. Mr. Teetzel.

The Physical Sciences.

HIGH SCHOOL COURSES

1. PHYSICS 1. A course in the mechanics of solids and fluids, richly demonstrative, supplemented by laboratory work, and reinforced by abundant problems and exercises. This is regarded as the fundamental subject in physics, and is assigned to all whose preparation in this subject has been incomplete. Follows a good course in algebra and plane geometry. Every term. Daily, with laboratory work. Mr. Gorton. Room 30.

2. PHYSICS 2. An elementary course in sound, heat and light, with abundant demonstrative and laboratory experimental work. Like the preceding course it uses the graphical method freely, and employs the processes of algebra and geometry constantly. Every term. Daily, with laboratory work. Follows course 1 or 3. Mr. Gorton. Room 30.

3. PHYSICS 3. Magnetism and electricity. A full demonstrative course, with students' table work, mainly in electrical measurements. Follows course 1 or 2, above. Every term. Daily. Mr. Gorton. Room 30.

4. CHEMISTRY OF COMMON LIFE. 12 WEEKS.

A brief popular course in the elements of inorganic and organic chemistry for the benefit of teachers in the grades who are not able to take more extended work. It is also designed for those students who desire to understand chemical allusions in other subjects of study, and to know something of the chemistry of daily life. No previous knowledge of chemistry is necessary. Those students desiring a somewhat complete course in chemistry should elect Chemistry 1, 2, and 3. Winter and spring quarter. 8-9. Room 55. Mr. Peet.

5. CHEMISTRY 1. 12 WEEKS.

A study of the non-metals, hydrogen, oxygen, nitrogen, chlorine, and their principal compounds; the gas laws and laws of chemical action; atomic theory, and the chemical equation. Lectures, with laboratory and text-book work. The laboratory hours are to be arranged with the instructor. Laboratory work is offered from 9-10,

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and 1-2. It is preferable that the laboratory hour and the recitation period succeed one another.

Fall quarter. 8-9. Section 1.
2-3. Section 2. Room 55. Mr. Peet.

6. CHEMISTRY 2. 12 WEEKS.

A study of the element carbon, some of the simpler compounds of carbon, molecular formulas, valence, periodic law, chlorine group, sulphur, nitrogen group, carbon group, dissociation theory, and a few lessons in organic chemistry, It is a continuation of chemistry 1, and completes the study of the non-metals. The additional laboratory hours are to be arranged with the instructor. Laboratory work is offered from 10-11 and 1-2.

Winter quarter. 9-10. Section 1.
2-3. Section 2. Room 55. Mr. Peet.

7. GENERAL ASTRONOMY. Astronomy 1. Has reference to teachers who desire to prepare to teach nature-study in the grades. Three days a week, with abundant laboratory and observatory practice. The course is mainly a practical one, but incidentally a small text-book is mastered and the history and literature of the subject entered upon. Fall and spring terms. Professor Strong. Room 31.

COLLEGE COURSES

1. CHEMISTRY 3. 12 WEEKS.

A study of the metals, largely a laboratory course, requiring two hours' work daily and instruction twice a week. After the student has determined in the laboratory the characteristic properties of a few of the metals, he devises a scheme for their separation, and uses this scheme in the analysis of "unknowns." This plan is continued until all the common metals are studied, their characteristic properties determined, and a complete table of analysis compiled. In connection with this work, instruction is given in the metallurgy of the common ores. Graduates of approved schools may elect this course. Room 55.

Spring quarter. Section 1. 9-11.
Section 2. 1-3. Mr. Peet.

2. CHEMISTRY 4. QUALITATIVE ANALYSIS. 12 WEEKS.

This is a study of the analysis of the common metals. It begins

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Fall quarter. 8-9. Section 1.
2-3. Section 2. Room 55. Mr. Peet.

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Spring quarter. Section 1. 9-11.
Section 2. 1-3. Mr. Peet.

2. CHEMISTRY 4. QUALITATIVE ANALYSIS. 12 WEEKS.

This is a study of the analysis of the common metals. It begins

with work on blowpipe analysis, a review of the table of the separation of the metals, and a study of the characteristic properties of the acids. This is followed by the analysis of "unknowns." The modern theory of ionic dissociation is taught and used in connection with the reactions involved in the student's laboratory work. It is a laboratory course calling for two hours' work daily.

Fall quarter. 9-11. Room 55. Mr. Peet.

3. CHEMISTRY 5. QUANTITATIVE ANALYSIS. 12 WEEKS.

This is a laboratory course requiring two hours' work daily. The class meets once or twice a week for quiz or instruction. The work is both volumetric and gravimetric. After the student has learned how to make the standard solutions and how to analyze the common metals and acids, he is given work in the analysis of iron and copper ore. Winter quarter. 10–12. Room 55. Mr. Peet.

4. CHEMISTRY 6. QUANTITATIVE ANALYSIS.

This is a continuation of course 5. Analysis of common minerals, gases, and water. This course is supplemented with lectures and laboratory work in organic chemistry.

Spring quarter. 10-12. Room 55. Mr. Peet.

5. PHYSICS 4, OR ADVANCED PHYSICS 1. Electricity and magnetism. An advanced course in which the history of electrical theory and electrical discovery are strongly emphasized. Follows Physics 1, 2, and 3, or an approved course in a high school. Also follows or is concurrent with trigonometry. Fall term. Four times a week. Professor Strong. Room 31.

6. PHYSICS 5, OR ADVANCED PHYSICS 2. A demonstrative and mathematical course in advanced mechanics. Follows Physics 1, 2, and 3, or an equivalent high school course, and a good course in trigonometry. Calculus also useful. Winter term. Four times a week. Professor Strong. Room 31.

7. PHYSICS 6, OR ADVANCED PHYSICS 3. Sequence as in the preceding course. An advanced demonstrative course in acoustics and optics. Four times a week. Spring term. Professor Strong. Room 31.

8. ADVANCED ASTRONOMY, OR ASTRONOMY 2. A course in mathematical and instrumental astronomy, mainly practical, in which an attempt is made to gain a somewhat expert use of the sextant, equatorial, and astronomical transit. Requires Astronomy 1, or an equivalent high school course, and plane and spherical trigonometry. Winter or spring term. Twice a week with additional laboratory and observatory practice. Professor Strong. Room 31.

PROFESSIONAL COURSES

1. SECONDARY NATURE-STUDY. A course in the history and philosophy of nature-study in the advanced grades. Four times a week and library and laboratory work. Every term. Professor Strong. Room 31.

2. PHYSICAL LABORATORY PRACTICE. A practical teachers' course in the laboratory method and laboratory appliances. Is also used as a review course in physics for those who need such review, and a laboratory course for those who have had a good text-book course but inadequate laboratory facilities. Follows Physics 1, 2, and 3. Daily. Every term. Mr. Gorton. Room 32.

3. ADVANCED LABORATORY PRACTICE. May be taken instead of the preceding by those who have had or are taking Advanced Physics. Mainly a practical course, with lectures, upon the laboratory method. Spring or winter term, alternating with Advanced Astronomy. Daily. Professor Strong. Room 33.

4. PHYSICAL TECHNICS, OR LABORATORY ECONOMY. A course in the installation of laboratories and laboratory equipment. Lectures and practical work in making, selecting, testing, and repairing apparatus. Includes also brief courses in manifolding, glass working, blue printing, lanterning, and the manufacture of apparatus. Follows, or may be taken along with, chemistry and advanced physics. Fall term. Daily. Professor Strong. Room 33.

Students wishing to specialize in this department will arrange their work, during the junior year, with the head of the department

In case physics and chemistry have been completed in an approved high school course, the following subjects will be required: Physics 5, Physics 6 (or 4), Chemistry 3, Chemistry 4, Chemistry 5 (or astronomy), Secondary Nature-study, and Advanced Laboratory Practice.

For the facilities for teaching the above courses, see title, Laboratories and Equipment. For the text-books used in this department see title, Text-Books.

Natural Science

ACADEMIC HIGH SCHOOL COURSES

1. PREPARATORY PHYSIOLOGY.

This is an elementary course intended for those who enter the College with insufficient preparation in this subject. The work consists of recitations, lectures, experiments and demonstrations. Elementary anatomy, histology, physiology and hygiene are treated as fully as time permits. Martin's Human Body, Briefer Course. Fall and winter quarters. Miss Phelps.

2. STRUCTURAL BOTANY.

This course serves as an introduction to the botanical sciences. It includes work with the compound microscope and observational and experimental work in the laboratory. It teaches the gross and cellular structure of plants, the nature and physiology of protoplasm as well as that of plants in general. The work consists of lectures, laboratory work and quizzes. No text. Fall and winter quarters. Miss Goddard and assistants.

3. SYSTEMATIC BOTANY.

An introductory study is made of the winter buds of our common trees and shrubs in order to determine the different kinds, the arrangement of their parts, devices for their protection and their importance. This work is followed by an outdoor study of the more common forest and fruit trees. The remainder of the course is devoted to securing an acquaintance with the more important families of Phanerogams. Attention is given to the morphology of the root, stem, leaf and flower, the subject of fertilization, distribution, etc. Points of special adaptation receive particular consideration. Laboratory and field work, lectures and quizzes. Gray's Manual is used for identification. Spring quarter only. Miss Goddard and assistants.

4. DYNAMICAL GEOLOGY.

This course is intended to give some idea of the agencies

which have determined the shape and character of the earth's surface, and which are still at work in modifying it. These are classified under the following heads: atmospheric, aqueous, organic, and igneous agencies. The work consists of recitations, reports upon special topics, lectures, and field lessons. A special study is made of the available high school texts in geology and of the science itself, as a subject for mind training in the elementary and secondary schools. Fall quarter only. Professor Sherzer.

5. HISTORICAL GEOLOGY.

A study of the evolution of the earth and its inhabitants by means of lectures, reading, recitations, and museum work upon fossil forms. Previous work in botany, zoölogy, and dynamical geology is desirable. The geological column is taken up in order and brought down to the historic period. The character of the rocks is studied, thickness, home and foreign localities, their teachings, economic products, and forms of life. Especial attention is given to the structure of our own state, a geological map and sections being prepared by each student. Winter quarter only. Professor Sherzer.

COLLEGE ELECTIVE COURSES

6. CRYPTOGAMIC BOTANY.

This is a course upon the so-called flowerless plants. A series of typical forms is studied, passing from the algæ to the mosses, ferns, and equisetum. Special attention is given to the subject of reproduction in the different forms, and stress is laid upon the evidence of plant evolution. Laboratory work and lectures, with some field work. No text. Fall quarter only. This course should be preceded by courses 2 and 3, or their equivalent. Miss Goddard.

7. ADVANCED BOTANY.

This course deals mainly with advanced plant physiology, the student being given an opportunity to do individual experimental work. It also includes special studies in morphology, fertilization, protection, distribution, and plant economy. Attention is given to the leading botanical texts

and reference books, to the question of high school courses, laboratory equipment, and the preservation of material. Laboratory and field work, with lectures. Spring quarter only. This course should be preceded by courses 2 and 3, or their equivalent. Miss Goddard.

8. GENERAL ZOÖLOGY 1.

This course is designed to lay the foundation for the study of animal biology. It consists of laboratory work, lectures, and quizzes upon several types of protozoa, sponges, hydra, and the sea anemone. Type forms are studied with the the help of laboratory guides, and with these related forms are compared and a simple classification built up. Emphasis is laid upon reproduction and individual development. It is desirable that the course be preceded by at least course 2 in botany, or its equivalent. Fall quarter only. Miss Phelps.

9. GENERAL ZOÖLOGY 2.

This is a continuation of the preceding course 8, by which, or its equivalent, it must be preceded. The quarter's work includes the detailed study of the starfish, fresh-water mussel and squid, with the sea urchin, oyster, and snail for comparison. The anatomy of these forms is worked out with the help of laboratory guides and the life history, physiology, and classification presented by means of lectures. The mode of growth of tissues and the topic of cell division are studied from permanent mounts. Winter quarter only. Miss Phelps.

10. GENERAL ZOÖLOGY 3.

This course embraces a study of the higher invertebrates, the earthworm, crawfish or lobster, and the grasshopper. Work in the collection and identification of insects will be included. The comparative work begun in the preceding courses will be continued with a view to illustrating some of the evidences of evolution. The course should be preceded by courses 1 or 2 in zoölogy, preferably both. Spring quarter only. Miss Phelps.

11. GENERAL ZOÖLOGY 4.

This is a laboratory course upon the lower vertebrates,

extending and supplementing the first year's work upon the invertebrates. The anatomy of amphioxus, the perch, and frog are worked out in the laboratory as fully as time and facilities permit. The course is open to those only who have already done some substantial laboratory work in zoölogy. Winter quarter only. Miss Phelps.

12. GENERAL ZOÖLOGY 5.

This higher course in the subject is now offered for the first time, and will consist of the dissection of a bird and some small mammal. It should be preceded by course 4 in zoölogy, or its equivalent. The details of the anatomy of these type forms, their physiology, general habits, mode of life, and simple classification will be studied in the laboratory, class room, and museum. These two courses in vertebrate study are closely correlated with those in human physiology and anatomy, to which is invited the attention of those students particularly interested in such line of work. Spring quarter only. Miss Phelps.

13. ELEMENTARY ZOÖLOGY.

This course offers practical instruction in those animal forms generally serviceable for nature study in the grades. It is intended primarily for grade teachers who cannot find time for more extended work in the subject. The course covers the simple structure, life histories and habits of common type forms, such as mussels, snails, crawfish, insects, frogs, birds, rabbits, etc. No previous work is presupposed. Some work will be done upon the identification of our common insects and birds. Laboratory and field work, supplemented with lectures. Fall and spring quarters. An abridgment of this course is given during the summer session with one-half quarter's credit. Miss Phelps.

14. TEACHERS' PHYSIOLOGY.

This presupposes a fair knowledge of human anatomy, physiology, and hygiene, such as is obtained in course 1, or its equivalent. The course reviews the various topics by means of lectures and library assignments, additional work being done upon the more important. Especial emphasis

is being laid upon hygiene, sanitation, and contagious diseases. Class demonstrations and experiments are introduced throughout the course. Given each quarter and during the summer session. Mr. Magers.

15. MINERALOGY.

This is a practical course in the study of our common minerals and rocks. Blowpipe methods and simple chemical manipulation are taught. Individual collections are made from the field, identified and catalogued. Especial attention is given to Michigan minerals, their occurrence, formation, and economic importance. An elementary knowledge of chemistry will be found helpful. Spring quarter, with an abridged course during the summer session. Professor Sherzer.

16. PRIMARY NATURE STUDY.

This course is designed for those who will teach in the rural, or elementary schools, or who will supervise such teaching, It is very largely a lecture course. The principles of natural selection and the doctrine of evolution are discussed as they relate to plants, animals, and the child. The purposes of nature study, the principles of method, and a detailed primary course are presented. Devices for the keeping of live material in the school room are exhibited in operation and described. Each quarter, with an abridged course during the summer session. Professor Sherzer.

17. DEPARTMENT TEACHING.

The opportunity is offered to a limited number, who are looking forward to high school work, to assist in the management of some of the regular laboratory classes. Each such pupil gains experience in giving individual assistance in the laboratory, in the inspection of notes and drawings, the collection and preparation of material, the setting up of experiments, and the presentation to the class of certain selected topics. Opportunity is afforded a few to teach regularly in the high school classes of the Training School.

SPECIAL STUDENTS

Students of special aptitude in the natural sciences and with some successful experience in teaching are invited to make application for enrollment as special students of the department, after one or more subjects have been completed. A limited number of such students will be accepted, only as many as there is reasonable hope of locating in our Michigan high schools. A "Nature Study Club," composed of such students and the department corps of teachers will be maintained for the purpose of conducting special investigation and securing popular evening lectures.

Summer School, 1902

June 30—August 8

Courses marked with an (*) are twelve-weeks courses. All others six weeks.

DRAWING

*1. ELEMENTARY DRAWING 1.

*2. ELEMENTARY DRAWING 2.

In these courses the pupil studies perspective principles and works in outline, light and shade, and values from type forms, still life, and flowers, using pencil or water colors. Some work in space relations or simple composition is introduced, also a brief study of historic ornament. 1 must precede 2.

1. 8–10, 10-12. Room 10. Miss Garner. 2. 1–3. Room 10. Miss Garner.

3. BLACKBOARD SKETCHING 1.

Elementary Drawing 1 and 2, or their full equivalent, must precede.

The aim in this course is to enable the student to sketch quickly and accurately upon the board in light and shade. The work is mainly in representing still life objects and landscape features.

One section—8–9, 1–2. Room 24.

4. ADVANCED DRAWING 1.

The materials used are pencil, pen and ink, and water colors. Drawings are made from still life, flowers, and outdoor scenes. Some work is also given in original composition and designing. Courses 1 and 2 must and course 5 may precede. 10–12. Room 14.

5. ADVANCED DRAWING 2.

The work of this course is in charcoal from still life, flowers, and casts. Original compositions are made in black and

white and in colors. Some work in life sketching is both 1 and 2.

Courses 1 and 2 must and course 4 may precede. 2–4. Room 14.

ENGLISH

*1. PREPARATORY GRAMMAR.

A topical review of Reed and Kellogg's Higher Lessons. This course will be especially helpful to students desiring to get a third-grade certificate by county examination.

Two recitations daily. 8–9 a. m. Room 42. Miss Downing. 2–3 p. m. Room 42. Miss Downing.

*2. RHETORIC.

A study of elementary principles of rhetoric with constant practice in composition. Special emphasis is laid upon illustration of principles by study of concrete examples in selected classics.

Two recitations daily. 9–10 a. m. Room 42. Miss Downing. 3–4 p. m. Room 42. Miss Downing.

3. PRINCIPLES of CRITICISM.

Lectures preparatory to literary criticism upon poems selected from Longfellow, Bryant, Whittier, and Lowell. Copies of the complete poetical writings of these authors will be placed in the hands of each student and original criticism especially encouraged. The general library is rich in literary criticism, and complete bibliographies of the authors studied will be at the service of the class.

Two recitations daily except Thursdays. Room 41. 8–9 a. m. Miss Pearce. 3–4 p. m. Room 40. Professor Barbour.

4. ENGLISH FICTION.

A short course of lectures upon (1) the history and development of the English novel, and (2) upon its technical construction. Special study of different types will follow with particular attention to plot, character sketching, and description. This course should prove helpful and suggestive to high school teachers.

Daily except Tuesdays. 9–10 a. m. Room 41. Miss Pearce.

5. SHAKESPEARE.

A course of lectures on The Technique of the Drama, followed by an analytical study of Hamlet.
Daily except Fridays. 8–9 a. m. Room 40. Professor Barbour.

*6. TEACHERS' GRAMMAR.

(a) A rapid review of the subject through Whitney's Essentials of English Grammar; (b) the study of method in Barbour's Grammar Teaching; History and Method.
Two recitations daily exept Thursdays. Room 40. 9–10 a. m., 3–4 p. m. Professor Barbour.

*7. TEACHERS' GRAMMAR.

As outlined above.
Two recitations daily except Fridays. Room 41. 10–11 a. m., 2–3 p. m. Miss Pearce.

GEOGRAPHY

*1. TEACHERS' GEOGRAPHY.

Twice daily, four days weekly. Room 7. 10–11 a. m. Professor Jefferson.

*2. FIELD GEOGRAPHY.

Twice daily, four days weekly. Room 7. 3–5 p. m. Professor Jefferson.

GERMAN AND FRENCH

GERMAN.

Course for beginners, Thomas's Practical German Grammar, with much practice in pronunciation, reading, writing, and speaking. The work done will be equivalent to that of the first quarter in the regular course.

COURSES FOR ADVANCED STUDENTS IN GERMAN AND FRENCH.

All students presenting themselves on or before the first day of the session will be provided for. Those wishing to complete the work of the whole term of twelve weeks can do so by entering two classes.
A special effort will be made to meet the wants of high school teachers of German and French. Questions concern-

ing the methods and pedagogy of modern language teaching will be freely discussed in the advanced classes, and all students will be given opportunity to inform themselves on subjects in which they feel the need of advice and assistance. They will also have free access to the department library of several hundred volumes, consisting of the best works on German and French history, language, and literature. This will enable them to pursue various courses of reading and to make for themselves bibliographies of the subjects in which they are especially interested.

Professor A. Lodeman. Room 35.

HISTORY AND CIVICS

1. POLITICAL SCIENCE.

   8-9. Miss Putnam, credit 6 weeks.

2. HISTORICAL METHOD 1.

   Text-book, Mace's Method in History. 8-9. Miss Buell. Room 49. Credit 6 weeks.

*3. TEACHERS' COURSE IN CIVICS.

   Two hours each day with 12 weeks credit. Willoughby's Rights and Duties of Citizenship. 9-10 a. m., 2-3 p. m. Miss Putnam.

*4. GENERAL HISTORY.

   Two hours with 12 weeks credits. Myers's General History. 9-10 a. m., 2-3 p. m. Room 49. Miss Buell.

5. AMERICAN HISTORY.

   A rapid review. Credit given to be determined on examination. 11-12. Miss Putnam.

6. NINETEENTH CENTURY HISTORY.

   11-12. Room 49. Miss Buell.

LATIN AND GREEK

1. BEGINNERS' LATIN.

   Two recitations daily.

2. LATIN WRITING.

3. TEACHERS' COURSE IN CÆSAR, CICERO, AND VERGIL.

4. BEGINNERS' GREEK.

Two recitations daily.

These courses are tentative selections merely, hence are subject to alteration or withdrawal. An effort will be made to adapt the work given to the requirements of the students who present themselves.

MATHEMATICS

1. ELEMENTARY ALGEBRA.

A review of algebra through quadratics. White's School Algebra.
2-3. Room 50 B. Miss Norton.

2. SOLID GEOMETRY.

This course must be preceded by algebra and plane geometry. Beman and Smith's Plane and Solid Geometry.
3-4. Room 50. Associate Professor Stone.

3. TRIGONOMETRY AND LOGARITHMS.

An elementary course in plane trigonometry and the use of logarithmic tables. Lyman and Goddard's Plane Trigonometry.
11-12. Room 50 B. Miss Norton.

4. PREPARATORY ARITHMETIC.

Beman and Smith's Higher Arithmetic.
3-4. Room 50 B. Miss Norton.

*5. TEACHERS' COURSE IN ARITHMETIC.

This course will be carried on partly by lectures and partly by reviews and discussion of typical parts of the subject. It is assumed that those who enter know arithmetic, algebra, and geometry, and have some knowledge of psychology.
11-12. and 4-5. Room 50. Associate Professor Stone.

6. HIGHER ALGEBRA.

Taylor's College Algebra will be used as a text.
4-5. Room 50 B. Miss Norton.

7. TEACHERS' COURSE IN GEOMETRY.

This course is designed for teachers. The history of the

introduction and development of the various parts of geometry will be considered. Special attention will be given to methods of attack.

9–10. Room 50. Associate Professor Stone.

MUSIC

1. ELEMENTS OF MUSIC.

This course is designed primarily for those who have never studied the rudiments of music. It is a beginners' class, but it will also afford an opportunity for review of the subject, and give the benefit of witnessing the professional work of teaching done by the regular instructors to those who have already taught music.

Four times each week. 9–10. Conservatory Hall. Professor Pease.

2. KINDERGARTEN MUSIC.

The work covered in this course consists chiefly of a repertoire of children's songs, and methods of presenting them artistically and effectively to the child. Tone production, care of the young child's voice, and expression in interpretation are treated at length. Easy accompaniments and instrumental music as an aid to the study of rhythm are also included.

11-12. Conservatory. Miss Towner.

*3. METHODS OF TEACHING IN THE GRADES.

A critical study is made in this course of the professional aspects of the subject, together with the best ways of presenting it. The series of lessons includes the detailed course, the use of the voice by children, the art of reading music, discussion of various methods and free conversation on the handling of classes.

9-10. Conservatory. Miss Towner.

3. VOICE CULTURE I.

Principles of tone production developed, and attention given to each individual voice. Emphasis is placed upon the last point. This course is open to all students. Solo singing is introduced and the rudiments of voice culture

developed. Particular instruction on the training and guidance of the child's voice in singing and speaking.
Four days. 10–11. Conservatory. Professor Pease.

4. HARMONY I.

Students entering this class should have had elements of Vocal Music 1, and should be able to play the piano or organ sufficiently for playing chords, and the simpler forms of hymn tunes and chords. The work consists of a study of chords and intervals, their construction, analyzation and mental effects.
10–11. Conservatory. Professor Pease.

5. THEORY AND ADVANCED METHODS.

Includes Sight Reading, Teaching Music in High School grade, and conductor's training for school choirs and choruses. Professor Pease.

DEPARTMENT OF NATURAL SCIENCE

In arranging the short courses for the Summer School this department has in mind chiefly the needs of the grade teacher who is required to conduct work upon plants, animals, minerals, and rocks. Teachers of these subjects in the High Schools, who have not had sufficient training in laboratory methods, will find these courses helpful and suggestive. The department is well equipped with supplies and apparatus, and to as large an extent as possible the work will be adapted to the needs of the individual teacher.

1. PLANT PHYSIOLOGY.

In this course the life activities of the plant will be studied experimentally, and the structure as far as is necessary in order to render the experiments intelligible. The physiology of the root, stem, leaf, and flower will be treated in the laboratory and with supplementary lectures and outdoor work. Practice will be afforded the teacher in the handling of the compound microscope and the laboratory apparatus and devices.
Two consecutive hours: 8–10 a. m. Room 18. Miss Phelps and Mr. Chapman.

2. ELEMENTARY ZOOLOGY.

In this course there is taken up a series of familiar types suitable for work in the grades, such as the grasshopper, bee, ant, silk-moth, earthworm, crawfish, mussel, snail, fish, frog, etc. To as large an extent as practicable, the work is done upon the living form in the field and laboratory. The collection of material, devices for keeping it alive, as well as methods for its permanent preservation, receive attention.

General class meetings 10-11 a. m. Room 19. An additional laboratory period is required during one of the other hours of the day. Miss Phelps.

3. FROG COURSE.

This is a practical course in the dissection of this typical and familiar vertebrate. It is intended to be correlated with the course in physiology and human anatomy. Comparison will be made between the structure and physiology of the frog and that of man. Laboratory methods of doing work, the making of notes and drawings, and the preparation of exhibition dissections will be learned. Some practice will be had in the making of simple microscopic mounts from various parts of the frog. It is hoped to make the course of special value to teachers of zoology, physiology and physical training.

General class meetings 11-12 a. m., with an additional practice hour during the day. Room 19. Miss Phelps.

4. MINERALS AND ROCKS.

This is a practical course in the study of the more common Michigan minerals and rocks, particularly those of economic importance. It is intended as an introduction to geology and as an aid in geography. Bulk material is furnished the teacher for study, and he is assisted in making for himself a private collection from the field. Should the class desire, one or more excursions will be conducted to the quarries in Wayne and Monroe counties. Blowpipe methods and simple chemical manipulation will be incidentally acquired.

4-5 p. m. Room 61. Professor Sherzer

5. PRIMARY NATURE STUDY.

This course is an abridgment of the regular quarter's work on this subject. It will deal with the purposes of nature study in the primary school, the principles of method that are applicable to it and the detailed discussion of a correlated course of study for the first four grades.

The above courses, 1, 2, and 4, will be found to supplement very satisfactorily this lecture and demonstration course in Nature Study. Room 21. 3–4 p. m. Professor Sherzer.

*6. TEACHERS' PHYSIOLOGY.

This is the regular advanced course in this subject, consisting of lectures, quizzes, and library work. It is open to those who have completed a good high school course in the subject, or who have passed the Normal entrance examination. Special emphasis is laid upon school hygiene, sanitation, and contagious diseases. The department possesses a life-size manikin, numerous skeletons of man and lower animals for comparison, apparatus, models, charts, preparations and sections.

To secure the full twelve weeks' credit the class will meet twice daily, from 8-9 and 3–4. Room 24. Mr. Magers.

PHYSICAL TRAINING

1. 8-9, Physical Training 1, women. Mrs. Burton.
2. 9–10, Physical Training 1, men. Mrs. Burton.
3. 10–11, Physical Training 4, women. Mrs. Burton.
4. 11-12, Public School Gymnastics. Mrs. Burton.

Course 4 is an elective, without credit, and is open to both men and women. No special suit is required.

Courses 1, 2, and 3 are full courses excepting the lectures on theory. These lectures may be taken during the year, when they are offered, and full credit for the course will then be given.

PHYSICS AND CHEMISTRY

*1. PHYSICS 1. 12 WEEKS.

A course in elementary physics including the mechanics of solids and fluids. The course is largely demonstrative, and is accompanied by individual laboratory practice one hour each day. Special attention is given to the subject of

Work and Energy and other topics presenting great difficulties for beginners.
Daily, 9–10 and 1-2. Mr. Gorton.

*2. PHYSICS 3. 12 WEEKS.
A course in elementary physics covering the subject of electricity and magnetism. The subject is presented experimentally and the work on static electricity, induction, dynamos, motors, and other applications is greatly emphasized. One feature of the course will be the practical applications made of wireless telegraphy in signaling between buildings. The course is accompanied by many laboratory exercises occupying about one-third of the time.
Daily, 10-12. Mr. Gorton.

*3. PHYSICAL LABORATORY PRACTICE.
An experimental course in physics covering the entire subject. The work is arranged for teachers of Elementary Physics who wish to acquire experience and skill in handling apparatus and become acquainted with the quantitative work done in the best high schools. One hour per week will be given to a discussion of laboratory methods, equipment, etc. During the term one hour will be devoted to a lecture on electric signaling in school buildings. Experiments in wireless telegraphy will be conducted and interesting results obtained by means of X-rays.
Daily, 8–10. Mr. Gorton.

4. CHEMISTRY OF COMMON LIFE.
This is a short elementary course in geueral chemistry. It embraces a study of the most important elements and common inorganic and organic compounds. It is a brief popular course for the benefit of the many students who desire to understand chemical allusions in other subjects of study and to know something of the chemistry of common life. Ii is a lecture course accompanied with laboratory work twice a week. No previous knowledge of chemistry is necessary. Those students desiring a somewhat full elementary course in chemistry should elect Elementary Inorganic Chemistry.
Daily, 8-9. Room 55. Mr. Peet.

*5. ELEMENTARY INORGANIC CHEMISTRY.

This course includes the study of non-metals as outlined in Remsen's Chemistry up to carbon. It is accompanied with experimental lectures on the properties of oxygen, hydrogen, water, chlorine, hydrochloric acid, and neutralization. The class meets for recitations and lectures twice a day from 9-10 and 1-2. Laboratory work is offered from 10-12 and 2-3. The laboratory hours are to be arranged with the instructor.

Room 55. Mr. Peet.

6. QUALITATIVE CHEMICAL ANALYSIS.

This is a laboratory course in the study of the properties and separation of the common metals, and calls for two hours' work daily. The class meets for quiz and instruction twice a week from 10-11. The modern dissociation theory is taught and made practical use of in the study of the reactions involved in the student's analysis of "unknowns."

Daily, 10-12. Room 55. Mr. Peet.

PSYCHOLOGY AND METHOD

*1. PSYCHOLOGY.

This course will meet the needs of two classes—those who have never had an opportunity to do thorough work in this line, and those who wish to take a review of the subject and broaden their outlook by means of collateral reading in the library.

The work will include a consideration of the problem and method of modern psychology, and the discussion of sensation, attention, memory, thought, feeling, and will.

Some experiments will be given to throw light upon the discussions.

Titchener's Primer will be the basis for the work.

Hours, 9-10 and 2-3. Room 26.

*2. GENERAL METHOD.

This course will emphasize education, its meaning, factors, pre-suppositions and tendencies. Ample time will be given for a full discussion of courses of study, methods, the reci-

tation, examinations, promotions, reports, school organization and management.

Lectures, reports, and theses will constitute the work.

Hours, 8-9 and 3-4. Room 25.

*3. HISTORY OF EDUCATION.

Modern educational history and its relation to pedagogical thought will be duly emphasized. The periods of the Renaissance and the Reformation will be reviewed, and the educational thinkers—Rousseau, Pestalozzi, Froebel, Herbart, Rosmini, and Horace Mann—will be studied from the point of view of their times, educational contributions, and influence upon civilization.

Text-book: Davidson's History of Education.

Two daily recitations, with twelve weeks' credit.

Hours, 10-11 and 4-5. Room 26. Professor Hoyt.

4. SCHOOL SUPERVISION.

A study of the history and problems of supervision: (1) the qualification of the superintendent; (2) his relation to the board of education, teacher, children, and the community; (3) the functions of the superintendent as the executive officer of the board and as a supervisor; (4) professional ethics. The course is designed for such as are to enter the schools as superintendents and principals.

Hour, 9-10. Room 26. Professor Hoyt.

5. CHILD-STUDY.

This course will give prominence to the discussion of such topics as the following: Ideal school, fatigue, adolescence, sensory and motor training, play, moral and will training, defective sight and hearing, etc.

Lectures, readings, and reports will constitute the work.

Hour, 3-4. Room 26. Professor Hoyt.

TRAINING SCHOOL

The kindergarten, first, second, third, and fourth grades of the Training School will be in session during the summer term, between the hours of 8:30 and 11:30 each day.

The purpose of this work is to furnish an opportunity for observation to former graduates and other students who are here for the summer term only. The school will be entirely in the hands of regular training teachers, and one of the important aims will be to illustrate the more modern and accepted methods of work in the lower grades.

Those electing observation will be required to do systematic work and report regularly to the training teacher in charge. One hour each afternoon will be set apart for informal talks on plans, methods, and material, and for answering any questions which may arise from the observations of the forenoon.

No credits are given by this department during the summer term.

Kindergarten.—Hester P. Stowe.

First and Second Grades.—Margaret E. Wise.

Third and Fourth Grades.—Adella Jackson.

SPECIAL STUDENTS

Students of special aptitude in the natural sciences and with some successful experience in teaching are invited to make application for enrollment as special students of the department, after one or more subjects have been completed. A limited number of such students will be accepted, only as many as there is reasonable hope of locating in our Michigan high schools. A "Nature Study Club," composed of such students and the department corps of teachers will be maintained for the purpose of conducting special investigation and securing popular evening lectures.

Summer School, 1902

June 30—August 8

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DRAWING

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*2. ELEMENTARY DRAWING 2.

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1. 8–10, 10-12. Room 10. Miss Garner. 2. 1–3. Room 10. Miss Garner.

3. BLACKBOARD SKETCHING 1.

Elementary Drawing 1 and 2, or their full equivalent, must precede.

The aim in this course is to enable the student to sketch quickly and accurately upon the board in light and shade. The work is mainly in representing still life objects and landscape features.

One section—8–9, 1–2. Room 24.

4. ADVANCED DRAWING 1.

The materials used are pencil, pen and ink, and water colors. Drawings are made from still life, flowers, and outdoor scenes. Some work is also given in original composition and designing. Courses 1 and 2 must and course 5 may precede. 10–12. Room 14.

5. ADVANCED DRAWING 2.

The work of this course is in charcoal from still life, flowers, and casts. Original compositions are made in black and

Training School

PURPOSE AND PLAN

The leading purpose of this school is to afford an opportunity to the student for both observation and practical work in the school room. It is here that theory and practice meet, and consequently the work in this department should test in a very large measure the ability of the teacher to do successful work in the public schools of the state. As far as possible the aim is to make the school fulfill a double function in being both a model and a training school. An attempt is made to keep abreast of the times in all that pertains to the interests of the children who constitute the school. Special attention is given to planning and execution, the keeping of school records, and the general management of a grade room. All work is done under the immediate supervision of expert critic teachers and under the general direction of the superintendent, who is the executive of the department.

The course of study is continuous through kindergarten, primary, intermediate, and grammar grades, and the first two years of high school work. While the school was established primarily for the purpose of training teachers, yet the principle is maintained that the interests of the pupil are the most important consideration; and it is believed that whatever advances the well being of the child best serves the purpose for which the school was created.

The pupils enrolled come from the city and surrounding country. Tuition is free to all, and the school is gradually working toward the free text-book system. At present, nearly all supplies are furnished in the lower grades; and, in the higher grades, pupils are required to furnish only such books as represent the more formal work.

All applications for admission of new pupils should be made at the office of the superintendent. Those entering from other schools will facilitate matters by bringing with them letters of transfer, records, or promotion cards.

Children are admitted to the kindergarten between the ages of four and six years, but cannot be admitted to the first grade before

CONSERVATORY

STARKWEATHER HALL

TRAINING SCHOOL

the age of six. Promotions will regularly take place three times a year at the opening of each school term, thus making it possible to begin the work of a grade in September, January, and April. By this plan, the system of promotion is made more flexible, inasmuch as each grade contains three sections separated from one another in time by one third of the school year.

STUDENT TEACHING

All work in observation and student teaching must be done during the last or senior year of the course.

Owing to the present arrangement of the college year, the teaching quarters will be the fall, the winter, and the spring. *Carefully note the following:*

1. All students must have completed the courses in psychology 1, 2, and general method before entering upon the work of this department.

2. At least three of the fundamental teachers' courses in the common branches must be successfully passed, and all conditions and failures in academic or professional subjects vital to success must be removed before students are admitted for observation or teaching in the training school.

3. Students are not permitted to take more than two subjects in college in addition to the regular training school work.

4. The number of student teachers doing work in the department during any one quarter will be limited to approximately one-third the membership of the senior class; and on that account those contemplating teaching should classify with the superintendent of the training school before arranging for final classification elsewhere.

5. The amount of teaching and observation required will be two hours per day, during one quarter. Each of the hours in the training school counts the same as an academic subject and is entitled to as much time for outside preparation.

6. All assignments for work in the training school and changes in the same are made by the superintendent.

7. By special arrangement with the superintendent and the head of any college department, students may elect one half of their teaching in the preparatory department.

8. All students classifying for work in the training school must reserve the hour from 3 to 4 for criticism.

9. The work in the training school consists of teaching, observation, making subject and lesson plans, assisting the critic teachers in various ways, making written reports, attending critic and general meetings, and becoming familiar with the course of study and workings of the school.

HOURS FOR TEACHING

The hours in the training school are from 8:30 to 11 for the kindergarten, first and second grades; and from 8:30 to 11:30 for the other grades. In the afternoon all grades except the kindergarten are in session from 1 to 3. The half hour before 9 and after 11 o'clock are reserved for critic teachers.

SUBJECT PLANS

In order that the work in the training school may be systematically planned and executed, the student teacher is required to make and submit subject plans based upon the scope or extent of the material included in the general notion involved.

The critic teacher will direct the time and manner for their use.

1. DIVISION.

   Divide the subject matter into certain logical parts or units, each one of which will require the time of one or more lessons. When possible, indicate references to text-book.

2. AIMS AND RELATIONSHIP.

   State the aim contained in the general notion of the subject, and the same for each subdivision made. Show what connections exist between the subdivisions and how these relations are to be emphasized. Also show what relation the sub-aims bear to the principal aim.

3. MATERIAL AND BIBLIOGRAPHY.

   Give a list of concrete material that you expect to use; such as maps, pictures, apparatus, and objects.

   Give a list of books and articles, naming authors, title, and page that you expect to use in connection with the subject under consideration.

LESSON PLANS

For the more specific work of daily recitations, carefully prepared lesson plans in accordance with the general spirit of the natural steps of instruction are required from each student teacher.

As a lesson unit may sometimes require more than one recitation for its solution, it will often occur that one recitation will not show the full treatment of a topic through the various stages of instruction. One step may require the whole time of a single recitation. In the primary grades, abstraction and generalization should seldom be made prominent. We should rely largely upon the concrete facts for accomplishing the end in view.

Care should be taken not to attempt to cover too broad a field in the lesson plan. It should be carefully adapted to the age and ability of the pupils and enriched in content as conditions permit or require.

No attempt should be made to adapt the work of reviews to the steps of instruction as outlined. In fact, the lesson plan should be adapted to the subject-matter and not the subject-matter to the lesson plan.

1. THE AIM.
    1. State specifically what you expect to accomplish in this particular plan.
2. THE PREPARATION.
    1. The two main purposes of this step are to lay a foundation for the presentation of the new subject-matter and to arouse attention and interest in the lesson of the day.
    2. Give definitely the material and method of this step.
3. THE PRESENTATION.
    1. Make a logical outline of the new subject-matter to be presented.
    2. State the method to be employed in presenting the new material and the helps to be used in supplementing or illustrating the lesson; such as pictures, maps, objects, and other devices.

4. ASSOCIATION AND COMPARISON.

   1. What associations and comparisons will you make:
      a. Between essential points of the new subject-matter?
      b. Between the new subject-matter and knowledge formerly acquired?

5. GENERALIZATION.

   1. Make a statement of the general notion which has been developed in the preceeding steps. The ease with which this statement is made by the pupils indicates in in a large measure the success of the teaching up to this point.

6. APPLICATION.

   1. State what application you will make of this general notion:
      a. With reference to drill exercises in the text-book.
      b. In drawing, writing, modeling, experimenting, or other forms of expression.
      c. In suggesting future conduct or action.

OBSERVATION

One of the most important features of the work in the training school is the observation of the method and management of the schoolroom. Carefully prepared outlines are placed in the hands of the student teacher in accordance with which written reports are made at various intervals under the direction of the superintendent and critic teachers. These outlines deal with the mechanical management of a grade and practical schoolroom psychology and child-study; such as attention and interest, discipline, perception and apperception, imagination, memory, imitation and habit, the lesson as a whole, together with a careful study and characterization of the individual children composing any given class.

At least once a week a carefully planned illustrative lesson is conducted by each critic teacher in the presence of the student teachers of the grade. A printed plan is placed in the hands of the student teachers and the criticism period of that day is devoted to a discussion of the plan, the method employed and results attained.

CRITIC TEACHERS

Each critic teacher has charge of a grade, devotes a part of her time to the teaching of the same, supervises the work of the student teachers, and observes and makes needed reports to the superintendent of the department.

The amount of teaching done by the critic varies as the interest and work of the school demand her personal efforts. For two weeks at the opening of each quarter, the instruction is exclusively in her hands. She does the teaching each day during the periods from 8:30 to 9 and 11 to 11:30, and is expected to take charge on an average of at least one class a day for the benefit of such student teachers as most need her assistance.

She has immediate charge of all the work of the student teacher in directing the making of the subject and lesson plans, the work of observation, the writing of reports based on observations in the schoolroom, and the execution of plans. She meets her student teachers each day at three o'clock for the purpose of reviewing the work of the day, examining the lesson plans, instructing in method, and hearing and discussing reports of observation in child study.

SCHOOL EXERCISES

Chapel exercises are held regularly on Friday morning of each week in the training school assembly hall. These exercises consist of a simple devotional program supplemented each time with singing or speaking by the children from one or more of the grades.

Special programs appropriate to the occasion are given at Thanksgiving, Christmas, Washington's Birthday, Memorial Day, and at the close of the school year.

All of these exercises are public, and patrons and friends of the school are cordially invited to attend. Student teachers are especially welcome and are invited to join the children in the devotional part of the program.

ENROLLMENT OF CHILDREN

The enrollment of children for the year to April 1 has been as follows:

Kindergarten,	59	Fifth grade,	42
First grade,	46	Sixth grade,	32
Second grade,	40	Seventh grade,	38
Third grade,	44	Eighth grade,	21
Fourth grade,	35	Ninth grade,	16
		Total	373

The Course of Study

The following outlines indicate in a measure the amount and kind of work attempted in the more important subjects of the course of study.

KINDERGARTEN

The kindergarten is the beginning or foundation of our entire system of work. Its principles continue throughout the course of study. The child's natural activities constitute the basis for all work and through the freedom of play his efforts are directed toward the higher purposes of life. The kindergarten seeks definitely to employ this natural activity between the years of babyhood and the school age. It strives to give a natural education, using natural forces to bring about natural activity. Richter says: "In children, it is the *mind* that is exercised in play; in the animal, the *body*."

In the kindergarten games, gifts and occupations, the child reproduces the entire life about him,—the home life, the industrial life, and the civic life,—emphasizing always the interdependence of each for all and all for each.

The kindergarten circle encloses a small democracy where the weakest child has a right to develop according to nature's law and where the strongest is the fittest to serve.

The kindergarten furnishes the child with companionship of his own age and equal, and he gets his first lesson in citizenship that will develop into a practical brotherhood of man.

The kindergarten strives to work *with*, not *for* the child, to develop the whole child—his mind, body, and soul; for these are one in the early years of his life and to neglect one is to restrict the others. Coöperation, interdependence, self-reliance, and complete respect for each little individuality are some of the keynotes to the kindergarten social philosophy.

Reading

Among the more important aims in teaching reading are to have the children gain power in extracting thought from the printed page, to increase the vocabulary, to increase the moral development, to cultivate a lasting taste for good literature, and to train the voice.

The reading should be both intensive and extensive. While some of the exercises shonld be carefully analyzed in order that the child may grasp the meaning in its parts as well as a whole, yet at times the reading should proceed with few interruptions that the pupil may enter into the spirit of the author.

The material read should frequently have some connection with history, nature study, geography and other school subjects.

Much emphasis should be laid upon having the children form clear mental pictures of the selection read; for upon the success of this depend natural expression, interest, and a love for literature.

Children should be required to memorize choice selections of prose and poetry. Care is needed in not exacting too much at a time, but with discretion the child will come to delight in this kind of work and it becomes the source of the very best culture.

Do not attempt to accomplish too many things in a single recitation. Keep at one thing for several days until some improvement is noticed; but, at the same time, care must be exercised to have enough of variety so that the interest will not fail.

Children should frequently hear good reading by the teacher or by the very best readers in the class in order that the spirit of the same may leave its impression. Frequently, also, the teacher may tell enough of the story to be read so that interest will be aroused and the child's own activities stimulated.

First Grade

BASAL READERS.

Cyr's Primer and Cyr's First Reader.

METHOD.

Combination of the word, sentence, and phonic methods. Blackboard work in the form of script lessons predominates during the first half year. Reading at first is based upon the child's experience and the child should largely be the author of the expressions used.

PHONICS.

Consonant sounds.
Simple vowel sounds.
Children learn to recognize classes of words which contain the same syllabic elements, as *at*, *cat*, *mat*, etc,
No diacritical marks used in this grade.

SUPPLEMENTARY READING.

"Stepping Stones to Literature," No. 1.
The Finch Primer.
Child Life Primer.
Beckwith's "In Mythland."
Baldwin's Primer.
Holton's Primer.
Wheeler's Primer.
Bsss's "Beginner's Reader."
Norton's "Heart of Oak," No. 1.
The Arnold Primer.

Second Grade

BASAL READERS.

Baldwin's First Reader and Cyr's Second Reader.

METHOD.

Drill on new words should precede each lesson. Care should be taken that the children grasp the thought and feeling of a sentence before attempting to give it vocal expression.

PHONICS.

Review the simple vowel and consonant sounds taught in the first grade.
Introduce the simple diacritical marks used to indicate these sounds.
Teach *a* as in *arm* and *a* as in *all*.
Teach *e* as in *there* and *e* as in *prey*.
Teach the endings *sion* and *tion*.
Give especial attention to the sound of *wh* as in *why* and to the endings *ed* and *ing*. Continue the study of recognizing classes of words which contain the same syllabic element.

SUPPLEMENTARY READING.

"Stepping Stones to Literature," No. 2.

Lane's "Stories for Children."
Holbrook's "The Hiawatha Primer."
Carroll's "Around the World," No. 1.
Johonnot's "Cats and Dogs."
Ford's "Nature's Byways."
"Seaside and Wayside," No. 1.
Bass's "Plant Life."
Grimm's "Fairy Tales," Part 2.
Strong's "All the Year Round," Spring.
Strong's "All the Year Round," Summer.
Nelson's "Science Reader."
Beebe's "First Year Nature Book."
"Lights to Literature," No. 1.

Third Grade

BASAL READERS.

Baldwin's Second Reader and Cyr's Third Reader.

PHONICS.

Review and continue the work of preceding grades. Use diacritical marks for helps in learning new words.
Teach *a* as in *ask* and *a* as in *was*.
Teach *e* as in *her*.
Teach *i* as in *machine*.
Teach *o* as in *son* and *o* as in *wolf*.
Teach the diphthongs where two vowel sounds are pronounced in one syllable and when only one vowel is sounded.
Teach the division of words into syllables.

As a rule, the teacher should lead pupils to determine all new words for themselves, making phonics one of the means to this end.

SUPPLEMENTARY READING.

"Stepping Stones to Literature," No. 3.
"Old Greek Stories."
Mrs. McMurry's "Robinson Crusoe."
Andrews's "Seven Little Sisters."
Frye's "Brooks and Brook Basins."
Bass's "Animal Life."
Johonnot's "Friends in Feather and Fur."
Norton's "Heart of Oak," No. 2.

Strong's "All the Year Round," Autumn.
Strong's "All the Year Round," Winter.
Scudder's "Fable and Folk Stories."

Fourth Grade

BASAL READERS.

Baldwin's Third Reader and Cyr's Fourth Reader. (Omit difficult selections.)

PHONICS.

Review and put into practice the work in phonics of the preceding grades.
Drill upon special endings *cean*, *cian*, *cial*, *tial*, *geous*, and *gious*.
Continue work of dividing words into syllables, and emphasize distinct enunciation.
Begin use of dictionary.

SUPPLEMENTARY READING.

"Stepping Stones to Literature," No. 4.
Carroll's "Around the World," No. 2.
Baldwin's "Old Greek Stories."
Longfellow's "The Children's Hour."
Andersen's "Fairy Tales."
Baldwin's "Fifty Famous Stories Retold."
Eggleston's "Stories of American Life and Adventure."

Fifth Grade

BASAL READERS.

Baldwin's Fourth Reader and "Stepping Stones to Literature." No. 5.

SUPPLEMENTARY READING.

Hale's "Tales from Munchausen."
Lamb's "The Adventures of Ulysses."
Norton's "Heart of Oak," No. 3.
Hawthorne's "Tanglewood Tales."
Hawthorne's "Wonder Book."
Hawthorne's "Grandfather's Chair."
Sewell's "Black Beauty."
Kingsley's "Water Babies."
Eggleston's "First Book in American History."

Sixth Grade

BASAL READERS.

Baldwin's Fifth Reader and "Stepping Stones to Literature," No. 6.

SUPPLEMENTARY READING.

Hawthorne's "Daffydowndilly and Other Stories."
Longfellow's "Hiawatha."
Guerber's "Stories of the Romans."
Norton's "Heart of Oak," No. 4.
Ruskin's "King of the Golden River."
"Gulliver's Travels."
Andrews's "Ten Boys on the Road from Long Ago to Now."
Francillon's "Gods and Heroes."

Seventh Grade

BASAL READER.

"Stepping Stones to Literature," No. 6.
Longfellow's "Evangeline."

SUPPLEMENTARY READING.

Longfellow's "Courtship of Miles Standish."
Lowell's "Vision of Sir Launfal."
Guerber's "Stories of the English."
Irving's "Sketch Book." (Selections.)
Burrows's "Birds and Bees."
Whittier's "Snow Bound."
Norton's "Heart of Oak," No. 4.
"World Readers."
Johonnot's "Ten Great Events."
Hawthorne's "True Tales from American History."
Burroughs's "Sharp Eyes and Other Papers."

Eighth Grade

Shakespeare's "Julius Cæsar" and "Merchant of Venice."
Scott's "Lady of the Lake."
Coleridge and Burns—Selections.
Dickens's "Christmas Carol" and "Cricket on the Hearth."
Warner's "A Hunting of the Deer."
Scudder's "Washington."
Hughes' "Tom Brown at Rugby."
Hale's "Man Without a Country."

Elementary Science

First Grade

CENTRAL FALL THOUGHT

PREPARATIONS FOR WINTER THROUGH BODILY PROTECTION, BY ANIMALS AND PLANTS.

Study of live cat and shepherd dog, as to simple structure, habits, adaptations, and bodily covering. Comparison. Similar work upon sheep. Properties of wool.
Horse-chestnut tree; form, size, parts, trunk, boughs, twigs, leaves, buds, and nuts.
Falling of leaves. Advantages.
Moth larvæ and cocoon formation observed.
Properties of silk and leather.
Departure of birds.
An evergreen (pine?), as horse-chestnut above. Comparison.

WINTER THOUGHT

MAN'S PROTECTION AGAINST WINTER'S COLD.

Clothing, shoes, shelter. Industries represented.
Primitive clothing and shelters. (Skins and barks.)
Snow and its uses to nature.
Children of the snow; their homes, clothing, and habits.
Skin, hair and nails; their uses and care.

SPRING THOUGHT

NATURE'S AWAKENING.

Familiar seeds and their germination.
Sprouting of horse-chestnuts and rearing of young trees.
Development of buds into leaves and flowers.
Return of the birds.
Butterflies and moths.
Study of the cow; simple structure, habits, and food.
Importance to man.
Horse for comparison.
Throughout the year daily observations upon sun, moon, winds, clouds, rain, snow, dew, frost, fog, etc. Cardinal

points. Weather following cardinal winds. References. General record of fair and cloudy weather, rain, or snow.

Second Grade

FALL THOUGHT

PREPARATION FOR WINTER THROUGH STORAGE OF FOOD.

Study of live rabbit; structure, habits, adaptation, food.
Disadvantages from failure to store food.
Carrot, turnip, parsnip, and cabbage; food storage in root and leaf.
Live squirrel, as with rabbit. Comparison.
Storage of nuts and consequent advantages.
Study of oak, hickory, and walnut as in first grade.
Storage of food in nuts.
Storage of starch in corn, wheat, oats, etc.
Properties of starch, including solubility and iodine test.
Solubility and recovery.

WINTER THOUGHT

USE OF STORED FOOD BY MAN.

Identification of starch in various foods. Solubility in hot water.
Develop necessity for cooking.
Primitive methods of cooking and fire making.
Properties of flint, and use by primitive man.
Develop necessity for cracking and grinding grains.
Primitive and modern mills.
Conversion of starch into sugar in the mouth.
The teeth as a mill, shapes, use and care.
Hygiene of eating.

SPRING THOUGHT

USE OF STORED FOOD BY PLANTS THEMSELVES.

Germination with reference to use of food in seeds; corn, wheat, peas, etc.
Conversion of starch into sugar. Barley.
"Culture fluid" experiments to develop uses of root.
Indoor growth of carrots, turnips, parsnips, sweet and Irish potatoes to show use of stored food.

Collection and examination of maple sap. Recovery of sugar.
Study of hard and soft maples, with discovery of function of flowers.
Indoor and outdoor vegetable and grain gardens.
Comparison of unripe and ripe fruits as to presence of starch and sugar.
Weather study of first grade continued and extended.

Third Grade

FALL THOUGHT

BROADENED IDEA OF GATHERING AND STORING. THRIFT.

Grasshopper studied afield and indoors as to structure, habits, adaptation to environment, food, and enemies.
General shiftlessness of the insect and consequences.
Hive bee studied as above and compared.
Observation hive in schoolroom.
Community life and food storing.
Study of wax, comb, propolis, and honey.
Nasturtium, with meaning of its shape, markings, structures, odor, color, and nectar.
School and savings bank.

WINTER THOUGHT

MAN'S PREPARATION FOR WINTER THROUGH HEAT.

Principal properties of carbon in charcoal, coal, graphite, etc.
Discovery of carbon in common foods and fuels; in candle, lamp and gas flames.
Conditions necessary for combustion; evolution of heat.
Warming of school and home.
Evaporation and condensation. (Clouds and precipitation.)
Expansion of solids and liquids by heat. (Thermometer.)
Expansion of air by heat. (Air currents.)
Union of carbon and oxygen in the body. Respiration.
Organs of respiration. Ventilation.

SPRING THOUGHT

MUTUAL DEPENDENCE AND HELPFULNESS.

Study of bee continued. Rearing of young. Life history.

Hive secrets: treatment of queen, drones; ventilation; cleanliness; swarming.
Study of ant in the schoolroom for comparison.
Butterflies and moths.

Cross fertilization and advantages to plant: clover, peas, locust, horse-chestnut, catalpa, etc., etc.

Study of the weather should include reading of thermometer, and simple individual records may be kept.

Fourth Grade

Study of the common forest trees of the vicinity with reference to characteristic form, size, environment, soil, bark, branching twigs, leaves, and fruits.

Study of their woods: color, hardness, grain, specific gravity, elasticity, strength, relative igniting points, amount of ash, etc.
Uses of the different woods.
School collection of various woods, bark, leaves, and fruits.
Distribution over the state.

Fresh water mussels in a large tank in the schoolroom.
Parts of valves, foot, locomotion, siphons, currents, mantle, gills, mouth palpi, muscles.
Internal structure of valves, layers, pearls, action with acid.
Properties of carbon dioxide gas by experiment.
Oyster for comparison with mussel.

Limestone as a product of shell (and coral) formation.
Properties, varieties, and uses. Distribution. (Calcite, marble, chalk, tufa, etc.)
Other economic rocks and minerals of the state. (Sandstone, gypsum, coal, salt, iron ores.)
Magnetite (lodestone), magnetism, compass.
Simple crystal forms, manufacture of artificial crystals.

Physical properties of compact bone.
Compare with minerals and woods studied.
Destruction of organic matter in bone by burning. Properties.
Destruction of mineral matter with acid.
Conclusions in regard to composition.
Slender bones soaked in acid. Properties.
Examination of bones of both young and adult animals.

Hygiene of bones.

Identification of common trees of vicinity.

Study of water and land snails; shell and soft parts.

Meteorology throughout the year. Use of shadow-stick and sun-dial.

Measurement of rainfall and snow. Types of clouds. Summaries.

Fifth Grade

Study of water as a typical liquid. Relation to ice; to steam. Pressure at same level; at different levels. Buoyant power. Diffusion. Solution. Evaporation. Relation to animal and plant life. Natural bodies of water. Brief study of the effects of running water. Water animals compared with land animals. Water compared with other liquids. Relation of heat to change of state.

Brief study of air as a typical gas. Gaseous diffusion, relation of air to plant and animal life. Relation to combustion. Weight, pressure, buoyant power of the air (observed, not fully explained). Air currents. Winds, force and direction; continuous observation.

Study of combustion and heat. Combustion with flame; without flame. Special study of flame. Kindling temperature. Products of combustion. Test for carbon dioxide. Fuels. Expansion of solids; of liquids; of gases. Thermometer and its construction; rules for use. Daily observations for the year.

Study of crawfish—compare with crab and lobster.

Study of the muscular system—composition, structure, function, hygiene.

The moon and its phases studied largely from directed observation.

Acids, alkaline, and neutral liquids illustrated by vinegar, sulphuric acid, lye, ammonia, water. Neutralization of acid; of alkali. Souring of milk. Making of vinegar.

Sixth Grade

Study of motion. Call attention to movements of various bodies. The cause of motion. Motion as related to position. First law of motion.

Direction of motion. Effect of several forces acting simultaneously. Second law of motion.

Action and reaction. Relation of one to the other. Third law of motion.

Distinguish between impulsive and constant force. Effect upon the velocity of motion produced by each. Effect of resistance upon motion. Effect of resistance upon the path of projectiles. Conditions necessary to move a body in a circle. Centrifugal force. Centripetal force.

Vibratory motion. Sound.

Study of the earth in its real relation to sun, moon, and to other planets.

Recognition of stars and constellations.

Study of the respiratory and circulatory systems.

Continued study of the neighborhood. Mineral contents of the "drift" roughly classified. Soils and their origin. Relation to vegetation; to animal life. Visits to sand-pits, marl-beds, ore-beds, etc., and to deep cuttings in the drift. Visits to accessible neighborhood industries; gas plant, railway power-house, etc. Relations to community life.

Special study of iron. Ores of iron. Reduction of these ores. Forms of iron. Uses. Relation to industrial progress.

Special study of the frog from the egg to mature form. The frog compared with the toad.

Atmospheric moisture. Evaporation.

The origin and distribution of atmospheric moisture. Saturation. Dew point. Fog. Clouds. Cloud forms and colors of clouds. Motion of clouds compared to direction of surface winds. Dew. Frost. Rain. Hail. Snow.

Daily observations with thermometer, wind vane, and barometer. Climate. Weather maps. Isotherms. Isobars. Relation of climate to plant and animal distribution.

Seventh Grade

Properties of matter, including divisibility, impenetrability, porosity, elasticity, indestructibility, compressibility, density, and inertia.

Distinguish between physical and chemical properties of matter.

Attraction. Magnetic and electric attraction; adhesion, capillarity, cohesion, and gravitation. What is weight? Equilibrium? The simple machines as examples of equilibrium.

Pendulum. Why it moves, rate of oscillation, etc.

Study of the digestive system.

Study of the nervous system (elementary) with special reference to the organs of special sense. Narcotics.

Continue the study of the solar system and stars. Learn to recognize the more important constellations and their changing places in the heavens. Daily motion and annual motion. The sun's path. Locate as many planets as possible with reference to the constellations. Note their direct and retrograde motions.

Special study of birds which frequent the neighborhood. Life history and relation to environment—food, habits, movements. Relation to man—structure and comparison. Song and flight. Plumage. Begin classification.

Begin this study of birds with some special type, as the robin or pigeon, and use this as a basis for comparison. Compare food, length of leg, bill, and power of flight of one type with other well known birds. Show that organs of locomotion are related directly to kind of food, and that birds can be classified accordingly.

Make use of literature along this line and strive to develop a love for the bird world.

Eighth Grade.

A review and study of physiology by means of an elementary text in the hands of pupils.

A study of light, the work being done exclusively by the laboratory method.

History

The course follows the natural development of social life. It takes up in the first phase the consideration of a small social group, as the family, in which the industrial forces are especially active. In the second phase the group becomes more complex and the activi-

ties more varied. In the third phase the group studied is the political state with its five-fold activities. In working out the course, details can be varied or omitted, but the order of presentation must remain the natural order of development.

The work of the first four years is characterized by the same thought,—consciousness of group life, reached by the use of historical forms, either actually or in counterpart, already familiar from daily use. It deals with the sense-phase and the closely related representative-phase of history. The first and second years use the same historical group,—the family. In the third year a new group, which serves as the basis of two years' work is introduced,—the community.

The Kindergarten

The first step strives for consciousness of the social whole and accustoms the child, by sharing in play and work, to enter into group activity.

The material for this step will include the entire work of the kindergarten, which is based upon, and carries out, this idea. See work as there outlined.

First Grade

The second step discovers the group as composed of individuals, each in relation to the whole, and subject to control. Authority is seen in the personal head. Individual atcivity begins to appear in the group.

MATERIAL FOR FIRST AND SECOND STEPS.

1. Everything in the family-school which makes up the child's social experience.
2. All material which may be used to show social life, as food or occupation.
3. Typical historical families: Hebrew, Aryan, later Greek or Roman, Mediæval.
4. Historical persons in the family.
5. Summarized in a review of present life.

Second Grade

The special work of the second year is intensive and seeks more definite notions of sharing, authority, activity. Common in-

terest limits the individual and works toward the control of his activity.

MATERIAL FOR THE THIRD STEP.

1 and 2 as above.
3. The family and school as typical groups.
4. Typical historical families; the peasant and lord, same type in Canada, in Michigan, the colonial families, pioneers.
4. Historical persons connected with special times.
6. The summarized review enriched by all the study.

Third Grade

The work here strives for the significance of community,—mutuality, opportunity, protection. The "wish of the many," common interest, makes constant appeal to individual activity.

MATERIAL FOR THE FOURTH STEP.

1. The school-community, work, games, exercise, etc.
2. Business, barter, exchange, buying, selling, market, money, etc.
3. Historic communities: Early Greek, early Teutons, Saxons in England.
4. Community heroes connected with special days.
5. Home, city or village.

Fourth Grade

The work of the fourth year discovers the need of a definite authority for the protection of common interest, works out a means for its exercise, and fixes a standard of community right. Individual activity is seen conditioned upon group activity.

MATERIAL FOR THE FIFTH STEP.

1 and 2, as above, extended.

3. Historic communities pushing into new lands; sea rovers; in France, the castle life; in Canada, landlord and peasant; French in Detroit; French in the Mississippi valley; the old missions.

4. Heroes and adventurers.

5. Review of present community, especially the industrial side.

In the following grades the study works away from type conditions toward type movements. The community becomes the state; the activities build institutions; the movements, appearing as successive changes in time, show the law of cause and effect; progress makes its record in customs, laws, institutions. At each step the effort is made to realize ideas in the actual school group.

Fifth Grade

This grade makes a study of the self-governing colony-communities. The condition of institutional life as discovered is constantly compared with the present.

MATERIAL.

1. The American colonies. A typical colony from each group is studied, but, if conditions allow, the work may be extended. 2. The community of Athens 500—400 B. C. (a) The city, its business, amusements, industries, festivals, buildings, etc. (b) What the great men did. (c) Things which the state did.

Sixth Grade

The sixth grade makes a study of a period of growth in state organization and its included institutions.

MATERIAL.

1. The Roman Republic. (a) the people found their place in the state, (b) the state helped the poor, (c) the state made laws, (d) the state gained lands and peoples, (e) the men who tried to make things better, (f) three men who got too much power. 2. The Roman Empire. (a) how it was made, (b) the great emperors and what they did, (c) the church that grew up in the empire, (d) the Teutons who made little states in the empire. The story of Karl the Great, the strong-handed king, who wore the Roman crown, and how he kept his kingdom in order (conditions for feudalism).

Seventh Grade

The seventh grade makes a study of social conditions and movements while the strong kings ruled.

MATERIAL.

1. The strong men who were overlords. 2. The crusaders and knights. 3. The new times, (a) inventors, (b) discoverers, (c) artists, (d) preachers. 4. The people who resisted the strong kings. (This work from lack of suitable books has been confined to the revolt of the English colonies in America.)

Eighth Grade

The eighth grade makes a study of the self-governing state. The people constitute the state and share in the government. Inalienable right is protected by law under which is the most perfect liberty.

MATERIAL.

The constitutional government of the United States. The work is based upon a text in American history.

Geography

The work in nature study during the first two years of school should form the basis for the geography of the succeeding grades.

Third Grade

Agricultural, manufacturing, commerce, educational and social interests, government, mathematical relations, maps and mapping, physical relations.

Fourth Grade

1. GLOBE LESSONS.

   Form, size, surface. Movements, zones, latitude, longitude. Land and water forms.

2. PRELIMINARY STUDY OF CONTINENTS.

   As to position, surface, drainage, climate, typical occupations, and products.

3. GENERAL STUDY OF NORTH AMERICA AND UNITED STATES.

4. SPECIAL STUDY OF MICHIGAN.

Fifth Grade

Complete study of North America and United States and their dependencies in detail in all geographic relations.

Sixth Grade

Physical study of South America, Europe, Asia, and Africa. Comparative review of the five continents.

Seventh Grade

Study of Europe and all European dependencies, especially as regards their relations to the United States.

Arithmetic

The training in elementary mathematics should first of all emphasize accuracy and then aim for a reasonable degree of rapidity. The language should receive careful attention, and clear, concise, and direct statements should be insisted upon.

Original work should be a feature of grade arithmetic so that the children may have the opportunity to make problems from actual measurements and transactions. Blank forms employed in practical business should be handled and used by the pupils.

Avoid long, complicated problems and seek expertness with small numbers, such as come within the experience of the children.

Much teaching should characterize the recitation period. Too much working of examples at the board, or on paper at the seats leads to mechanical and minimizes real thought work.

Clear written statements leading to the solution of the problems should be emphasized from the fifth to the eighth grade inclusive.

As a rule, at least one-third of the recitation period should be given to oral work.

Constructive work in geometry and simple equations in algebra constitute a part of the exercises in and above the fifth grade.

Employ the greater part of the time below the sixth grade in actual solution of problems instead of devoting efforts to stilted analyses and explanations.

Constant reviews in the fundamental operations and processes already studied are absolutely necessary in order to accomplish the aims of the course.

First and Second Grades

Sense-training constitutes the major part of the work in these grades. Exercises are given to develop accuracy and rapidity of judgment through sight, touch, and hearing, and the child is led to recognize definite relations. Such number work is introduced from time to time as is needed for the understanding of the correlated work in other subjects.

The basis of this work is Speer's Primary Book for Teachers.

Third Grade

Basis of work: Walsh's Primary Arithmetic, Chapters i, ii, and iii.

The sense training as in the first and second grades continues.

All work should be based on actual measurements and concrete development.

Teach and drill upon the forty-five facts in addition and subtraction.

Teach the rapid addition of columns of units.

Teach the addition of units, tens and hundreds where the sum of each column does not exceed 9.

Teach subtraction of units, tens and hundreds where each figure in the minuend is greater than the corresponding figure in the subtrahend.

Teach the meaning of signs $+$, $-$, $\times$, $\div$, $=$.

Teach notation and numeration as far as the fifth order.

Teach Roman numerals as far as five hundred.

Teach multiplication and division facts up to and including the table of 10's.

Teach written addition, including carrying.

Teach written subtraction, including cases where figures in minuend are larger than the corresponding figures in subtrahend.

Teach written multiplication, including carrying, when multiplier consists of one figure only.

Teach short division, including carrying, when divisor consists of one figure only.

Develop the tables of liquid measure, dry measure, linear measure, weight, time, and money as far as they come within the experience of children.

Teach the fractions $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{6}$.

Emphasize rapid drills in addition and subtraction.

Fourth Grade

Basis of work: Walsh's Primary Arithmetic, Chapters iv and v.

Review and teach notation and numeration as far as the ninth order.

Teach Roman notation as far as 10,000.

Complete teaching multiplication and division facts as far as 144.

Teach long division, the divisor not to exceed two figures.

Teach multiplication when multiplier contains two or more figures.

Teach addition and subtraction of easy mixed numbers.

Teach multiplication when multiplier is a mixed number.

Review and drill upon tables of measure.

Emphasize drill work in the four fundamental operations.

Fifth Grade

Basis of work: Walsh's Grammar School Arithmetic, Book I, Chapters vi and vii.

Review notation and numeration.

Teach reduction, addition, subtraction, multiplication, and division of fractions.

Teach federal money.

Teach denominate numbers.

Teach notation and numeration, addition, subtraction, multiplication, and division of decimals.

Teach factoring, greatest common divisor, and least common multiple.

Teach simple measurements.

Teach bills.

Emphasize rapid oral work throughout the year.

Sixth Grade

Basis of work: Walsh's Grammar School Arithmetic, Book I, Chapters viii and ix.

Review the principles of common fractions and their application to practical problems.

Review and complete the study of decimals.

Review and complete the study of denominate numbers.

Continue simple and practical measurements, including surface and volume.

Teach the simpler and more practical forms of percentage and interest.

Continue the study of bills.

Emphasize rapid oral work throughout the year.

Seventh Grade

Basis of work: Walsh's Grammar School Arithmetic, Book II, Chapters x, xi, xii, and xiii.

Teach simple algebraic equations in connection with work in percentage and interest.

Teach simple percentage, profit and loss, interest including partial payments, bank discount, and commercial discount.

Continue work of preceding grades in measurements of surface and volume.

Teach longitude and time.

Teach square root and its applications.

Teach ratio and proportion.

Emphasize short methods, reviews, and approximations, together with rapid oral work throughout the year.

Eighth Grade

Basis of work: Walsh's Grammar School Arithmetic, Book II,

Review simple principles of percentage and teach partnership, discount of interest-bearing notes, stocks and bonds, compound interest, exchange—domestic and foreign, and bills of exchange.

Continue work on mensuration as applied to surfaces and volumes.

Continue study of algebraic equations involving two and three unknown quantities. Teach addition, subtraction, multiplication, and division of algebraic equations including the removing of parentheses.

Make a simple study of concrete geometry, involving construction, applications and mensuration.

Review the leading processes in arithmetic by means of miscellaneous problems.

Language

The correct use of language is not to be taught so much by special lessons as by the proper correlation of language with all subjects of study in each grade. One of the dangers of formal language lessons is that teachers regulate all language instruction to some particular hour in the day's program. It should never be forgotten that the surest test of clear and definite understanding in any subject is the ability to express the thought clearly in speech or in writing. In this sense, reading, arithmetic, geography, nature study, etc., should all be laid under contribution to instruction in language. While the teacher should encourage spontaneity of expression and free play of thought and feeling, all errors in either oral or written reports should receive constant attention. There is no need for devising exercises in false syntax; prevailing errors in each grade will be sufficient as a basis for this work. Teachers should be on the alert for errors, and by persistent and repeated corrections from grade to grade help the child to acquire the *habit* of using pure English. This is the most important phase of method in all general language work.

First Grade

The language in this grade should be based largely upon nature study, history and literature. The written work may consist of copying and dictation carefully supervised by the teacher in charge.

The following technical work should be covered during the year:

Use of capitals.
- Proper names.
- Names of the days of the week.
- Names of the months and holidays.
- I and O.
- Beginning of every sentence.

Use of the period and interrogation point.

Use of *is* and *are*, and *was* and *were*, and other words as they appear and need attention.

Abbreviations, *Mr.*, *Mrs.*

Second Grade

Review work of first grade.

Use of capitals in
- First line of poetry.
- Names of the Deity.
- Names of months.

Use of apostrophe in contractions and in possessive forms.

Use of common abbreviations which need attention in this grade.

Teach the pupil's own address with correct punctuation.

Teach formation of possessives. Avoid special difficulties.

Use of *to*, *too*, *two*.

Distinction between use of *there* and *their*.

Simple dictation exercises.

Oral and written reproduction of stories, myths, and poems.

Stories based on nature study, literature, and history, the sentences being connected in thought.

Conversation lessons on pictures.

Memory gems.

Third Grade

Review work of previous grades.

Teach use of commas in dates and before a direct quotation; the period in dates and abbreviations.

Teach abbreviations *A. M.*, *P. M.*, *M.*, *Rev.*, *Dr.*, *P. S.*

Plurals used in ordinary written work.

Contractions *I'll*, *isn't*, *aren't*, *wasn't*, *didn't*, *doesn't*, *don't*.

Use of words *may* and *can*, *got* and *have*.

Oral and written productions from stories, myths, and poems.

Conversation lessons on pictures.

Letter writing.

Memory gems.

Fourth Grade

Review work of previous grades.

Capitalization of words *river*, *mountain*, *street*, *lake*, *uncle*, etc., when used with proper names.

Teach use of comma after *O* and direct address. Use of exclamation point and hyphen.

Emphasize correct verb forms.
Written reproductions, margins and paragraphs.
Letter writing, correct forms.
Direct quotations and indirect quotations.
Distinction between synonyms commonly misused.
Emphasize correct use of pronouns.
Words often misused as *who* or *whom*.
Written reproduction of longer stories in connected discourse.
Memory gems.
Use of dictionary begun.

Fifth Grade

Review work of previous grades.
Emphasize correct use of capitals.

Teach use of comma in a series and after yes and no in an answer.

Composition work should be emphasized.

Synonyms in common use.

Formation and use of comparative and superlative degrees of adjectives and adverbs.

Letter writing, picture studies, oral and written reproduction of nature and history work.

Dictionary and word study.

Memory gems.

Sixth Grade

Written and oral reproductions based on science, geography, and history.

Interpretations and stories based on picture studies. Both written and oral work.

Reference books: Hyde's Practical Lessons in the Use of English; The Mother Tongue, Book I; Woodley's Foundation Lessons in English.

Seventh Grade

Composition work based upon science, geography, history, and actual experiences of the children. Emphasize correct sentence structure, spelling, paragraphing, and use of words.

Analysis of simple sentences.

Recognition of all parts of speech based upon pp. 1–100 of The Mother Tongue, Book II.

Eighth Grade

Composition work.

The Mother Tongue, Book II, completed.

The study of elementary Latin is begun in this grade.

Music

The educational value of music is shown in its close correlation with other subjects in the school curriculum. The simple art phases of music should first be presented to the child, awakening his natural powers to their best activities, beginning first with power of imitation, and reaching, finally, power of analysis and understanding. The spirit manifested by the teacher is a potent factor in the success of music teaching in the grades.

The subject may be classified into three divisions, as follows:

PHYSICAL.

The first requisite is vocal purity in speaking and in singing.

Children's voices: how develop them, how cultivate and retain the child-like quality of tone.

Necessity for active, vital condition of body and mind.

ÆSTHETIC.

The awakening and expressing thought through the artistic singing of songs, the best in quality both as to poem and musical setting.

Song interpretation, the power to picture music, the study of songs, how to present a song. The free enjoyment of melody with the bright out-pouring of the spirit in song is of vital importance.

INTELLECTUAL.

The child's power of music conception and expression is developed largely through the study of technique,—that is what to think, how to think, and how to express this music-thought.

Ear-training is recognized as the basis of sight-reading, on the principle that notation is only the sign for sound and that the sound must be definitely grasped as an auditory object before the sign is given. Eye-training, in cognizing the symbols of music, voice-training in producing tones is necessary.

The reading of music at sight requires intense thought action, but there is with it a pleasure that makes the child forget the effort.

Exercises for the speaking voice, to improve the pitch and quality of tone, such as the use of words in series with rising inflection, and sentences in conversational style may be used.

Simple exercises in descending form are used for the singing voice to develop lightness, flexibility and beauty of tone. The following exercises illustrate the work for the primary grades:

a. 8, 7, 6, 5, 4, 3, 2, 1.
b. 8, 5, 3, 1.
c. 8, 5, 3, 5, 8, 5, 3, 5, 8.
d. 5, 4, 3, 2, 1, 2, 3, 4, 5.

These are vocalized by humming with nee, coo, loo, na, and no, the syllable being repeated for each sound.

Note,—When pitches are given, the octave starting on middle c is lettered with small letters as c or e; the pitches of the octave starting on the third space of the treble staff are lettered as follows: c′, d′, e′.

THE KINDERGARTEN

The protection and development of the child-voice in singing is carefully considered. Use soft, pure quality of tone, not breathy, and limit the range from about the pitch of e the first line of staff to f the fifth line.

To encourage the unmusical child, little songs of two or three tones are given on different pitches. Exercise songs, light and easy, composed of tones of the tonic chord or fragments of the scale, are also used.

Much individual work aiming for spontaneity on part of child is done. Special attention is given to the children deficient in tone-perception.

A feeling for rhythm is stimulated by marching, clapping, skipping, etc. Also through the use of drum, triangle, castanets, bells, etc.—the "Kindergarten Band."

Carefully selected songs, correlating with the work, taught by imitation.

First Grade

During this impressionable period, emphasis is given to free expression of the child's self in song and the development of his imitative and creative powers.

Exercises for the speaking voice.

EXERCISES FOR THE SINGING VOICE.

Exercise (a)—pitch 8 on d′, e′, f′, and g′; exercise (b)—pitch 8 d′ to g′ inclusive; exercise (c)—pitch 8 from c to g′ inclusive; exercise (d)—pitch 5 from b to g inclusive.

SONGS.

Much care is given to the selection and correct singing of songs upon themes of interest to child life, such as, greetings,

good-byes, finger plays, and action songs. Also songs related to the seasons and language work. Range from d to g'.

RHYTHM.

Clapping in time to music in various ways. Recognizing different rhythms as applied to running, skipping, flying, etc. Different rhythmic movements deduced from simple songs. Accents developed and named; the use of measure words, circle swings, etc.

PITCH.

Exercise songs on the tonic chord and scale. The tones of the tonic, dominant, and sub-dominant triads are taught by imitation. These tones are given in groups for singing, using colored balls, various objects, blackboard devices, ladder, tonic sol-fa and numerical notation. Presentation of the scale and simple scale successions. Creative work—child singing a group of tones, and writing in notes on part of staff—this as a preparation for staff notation.

Ear-training exercises within limit of work.

Much individual singing is done; special drill is given to the monotones.

Second Grade

Exercises for the speaking voice.

Exercises for the singing voice, the exercises being given in the same pitches as in the first grade.

RHYTHM.

The study of two and three-pulse measure developed from simple song. The feeling for accent is established through the use of measure words, circle swings, and time exercises.

PITCH.

Tones of the tonic, dominant, sub-dominant triads, scale drills, and simple intervals are to be sung from dictation (teacher using scale names, class syllables, no or loo), lad-ladder and staff representation in different keys.

Ear-training within limit of work. Individual singing is emphasized.

WRITING.

Creative work similar to the first grade, also writing from musical dictation.

Rote songs appropriate to the season and correlated with the language work.

Third Grade

Exercises for the speaking voice.

Exercises for the singing voice. 8 in a, b, and c is pitched from c′ to g′ or a′; 5 in d is pitched from a to g′.

RHYTHM.

Introduction of four and six-pulse rhythm deduced from song.

Same as second grade, with use of the pocket metronome.

PITCH.

Tones of the tonic, dominant, and sub-dominant triads, and other intervals from dictation and staff in different keys.

CHORDING.

Scales as a round in two parts, using thirds and sixths of the major scale, resolving that on the leading tone, and humming. Avoid low tones.

READING.

Four days per week using charts and books.

WRITING.

Song analysis—development of rhythmic and tonal sense (ear-training).

Occasionally from musical dictation. Represent on staff.

Rote songs relating to the seasons and to language work. Stories of Bach, the father of music.

Fourth Grade

Exercises for articulation and pronunciation.

Exercises for the singing voice. In exercises (a), (b), and (c), 8 is pitched from c to g′ or a′; in (d), 5 is pitched from a to g′.

RHYTHM.

Same as third grade. Cultivate the ability to name the

number of pulses to a measure; to name the number of measures to an exercise or little song when heard. Introduce the half-pulse and pulse-and-half tones.

PITCH.

The ability to sing the tones of the tonic, dominant, and sub-dominant triads when they are called for by name. Staff drills.

Chromatics. Introduction 4 sharps and 7 flats.

TWO-PART SINGING.

The use of canon and round.

In two parts, using thirds and sixths and humming. Change parts often.

During the year the study of the life of Handel, learning some of the shorter airs, such as the Largo, and rendering them with humming or such syllables as no, loo, etc.

READING.

Four days per week from charts and books; two-part exercises, and songs from notes. Rounds sung, using tonic sol-fa or numerical notation.

WRITING.

Song analysis, same as third grade.

Occasionally from musical dictation.

Rote songs related to the seasons and to language work.

Fifth Grade

Same as fourth grade.

Daily exercises for the singing voice. The pitches for the different exercises are the same as for the fourth grade.

RHYTHM.

Same as fourth grade, only more difficult.

PITCH.

Introduce the minor scale.

The ability to sing the tonic, dominant, and sub-dominant triads when they are called for by name, also to name them when they are heard. To be sung in different keys and various tone lengths. Sharp chromatics studied.

TWO-PART SINGING.

In two parts, humming the parts, using thirds and sixths of the major scale. D first space below the staff should be the lowest pitch touched in this exercise.

READING.

Same as fourth grade. Use the easier chromatic intervals. Part-singing may be introduced.

WRITING.

Song analysis, same as fourth grade.
Occasional singing from musical dictation.

Rote songs related to the seasons and to language work.
Life of Mendelssohn, memorizing Consolation, Spring Song, etc.

Sixth Grade

Same as fifth grade.

Exercises for the singing voice. The pitches are the same as for the fourth grade. If any of the boys' voices have changed, special exercises adapted to the range of their voices should be given for them, while the other children listen.

RHYTHM.

Same as the fourth grade. The introduction of the thirds of a pulse, quarter-pulse tones, and other pulse divisions.

PITCH.

The ability to sing and recognize the tones of the tonic, dominant, sub-dominant, super-tonic, mediant, and sub-mediant triads without syllable names.
Continue drill in sharp chromatics.
Continue the minor drill.

READING.

Four days per week, using charts, books, and selected pieces. Two and three-part singing may be introduced.

WRITING.

Song analysis—teacher sings easy exercises, pupils write.

Occasional rote songs related to the seasons and to language work.

Life of Mozart, memorizing the Minuet Batti Batti, etc.

Seventh Grade

Same as sixth grade.

Exercises for the singing voice, same as fourth grade.

RHYTHM.

Same as sixth grade, only more difficult.

PITCH.

Minor scales. The ability to sing and recognize the triads of the major scale. Study of intervals. Flat chromatics presented. Three-part singing.

Spelling and pronouncing the major and minor triads, resolving the triad on the leading tones, using syllable names.

READING.

Four days per week, using charts, books, and selected pieces. Three-part exercises and songs. Using no syllable names.

WRITING.

Same as sixth grade.

Life of Beethoven is studied, memorizing some of his simple melodies.

Eighth and Ninth Grades

Same as seventh grade.

Exercises for singing voice, same as sixth grade.

RHYTHM.

Review of many rhythmical problems, including syncopation.

PITCH.

Interval study continued. Further drill on flat chromatics. Chromatic scale finished. Melodic and harmonic minor scales. F clef.

Three-part singing, same as seventh grade.

READING.

Using books, charts and selected choruses. Three-part exercises and songs. Introduction of the F clef. Singing in this grade always without syllable names.

WRITING.

Song interpretation and analysis.

Songs related to the seasons and to language work.
Study the lives of different composers.

ASSEMBLY SONGS

Morning Prayer,	Rheinberger,
Chant—The Lord's Prayer,	17th Century Chant.
Holy, holy, holy!	J. B. Dykes.
Spinning Song,	Reinecke.
A Child's Thanksgiving,	John Martin.
Harvest Home,	R. Richter.
Swing the Shining Sickle,	Mrs. Jessie L. Gaynor,
O Holy Night,	"Cantique de Noel."
The Saviour King is Born,	Anon.
The Flag Song,	W. H. Neidlinger,
Star Spangled Banner,	Dr. Samuel Arnold.
Patriotic Hymn,	Mrs. Fannie Knowlton.
Flag Salute,	Root.
America,	Henry Carey.
The Lark,	Franz Abt.
Pussy Willow's Secret,	Eleanor Smith.
May Pole Dance,	Polish Song,
Bird Songs,	Mrs. Jessie L. Gaynor.

GRADE SONGS

First Grade

FALL.

God Make My Life,	J. Watch.
The Merry Little Men,	Poulsson's Finger Plays.
Good-bye,	Mrs. Jessie L. Gaynor.
The Caterpillar,	W. H. Neidlinger.
October Leaves,	Mrs. Jessie L. Gaynor.
Song of the Nut,	Mary S. Conrade.
Mr. Duck and Mr. Turkey,	W. H. Neidlinger.
Over the River,	Gertrude Walker.

WINTER.

The First Christmas,	Reinecke.
Happy, Happy Christmas,	Anon.
Little January,	Mary R. Conrade.
The Snow Stars,	Air: "Lightly Row."

The Steeple Bells,	Unknown.
The Big Bass Drum,	Mark Seeley.
Little Tin Soldiers,	W. P. Neidlinger.

SPRING AND SUMMER.

Rain Song,	Eleanor Smith.
Little Pussy Willow,	Mrs. Jessie L. Gaynor.
Baby Seed Song,	Mary S. Conrade.
A Little Wind,	Mary S. Conrade.
Song of Easter,	Mrs. Jessie L. Gaynor.
Song of the Honey Bee,	German.
Bird Day	Mrs. Jessie L. Gaynor.

Second Grade

FALL.

Pansies,	Mary S. Conrade.
Autumn Leaves,	Mrs. Jessie L. Gaynor.
The Blue Bells	Mary S. Conrade.
The Busy Squirrel,	Mrs. Jessie L. Gaynor.
The Bunny,	W. H. Neidlinger.
Jacky Frost,	Eleanor Smith.
Over the River,	Gertrude Walker.

WINTER.

Christmas Carol,	Mary S. Conrade.
Tiny Little Snowflakes,	William Tomlins
Little January,	Mary S. Conrade
Tick Tock,	Nursery Rhyme.
Song of the Soldier,	Taubert.
The Bugle Call,	Old German.

SPRING AND SUMMER.

Asleep and Awake,	S. Reid Spencer.
Little Yellow Dandelion,	Mrs. Jessie L. Gaynor.
The Month of May,	Eleanor Smith.
Dancing Song,	Rhenish Folk Song.
Winds of Evening,	French Melody.
The Merry Brown Thrush,	Anon.

Third Grade

FALL.

October's Party,	Ganroot.

The Chorister,	Mary S. Conrade.
Indian Cradle Song,	Mary S. Conrade.
Lost, the Summer,	Frederick Lyman.
Autumn,	Dutch Folk Song.

WINTER.

Song of December,	Unknown.
Christmas Eve,	Myles B. Foster,
Winter's Music	German Folk Song.
The Sleighride,	Unknown.
The Red Drum,	Eleanor Smith
Rub-a-dub,	Mrs. Jessie L. Gaynor.

SPRING AND SUMMER.

The Little Trolls are Spinning,	Eleanor Smith.
Gray Pussies,	German Folk Song.
Bob White,	Anon.
The Owl,	Ethelbert Nevin.
A Dew Drop,	W. W. Gilchrist.
The Morning Glory,	G. W. Chadwick.
The Apple Tree,	French Folk Song.

Fourth Grade

FALL.

The Swallows,	Anon.
The Leaves Party,	Mrs. Jessie L. Gaynor.
The Squirrel,	German Folk Song.
Jack and Jill (round),	"Mother Goose" Rhymes.
The Mill,	Ethelbert Nevin
Row, Row (round),	Unknown.

WINTER.

Kris Kringle's Visit,	Broekhoren.
The Little Eskimo,	Mrs. Jessie L. Gaynor.
The Snow Man,	K. Hallig.
The Young Soldiers,	Broekhoren.
Flag Song,	Eleanor Smith.

SPRING AND SUMMER.

The Wind,	W. W. Gilchrist.
April Rain,	John W. Tufts.

Robert of Lincoln,	Leonard B. Marshall.
The Sparrow's Bath,	Rheinberger.
The Postilion,	Taubert.
The Sandman,	Liebe Gilchrist.
Bobolink,	Emory Russell.

Fifth Grade

FALL.

Good-bye to Summer	Anon.
Dance of the Leaves,	James Geddes.
The Mill,	Ethelbert Nevin.
The Hunter's Song	Anon.
Cradle Song,	Leonard B. Marshall.

WINTER.

What do the Xmas Bells Say?	Frederic W. Root.
Sleighing,	Mrs. Jessie L. Gaynor.
The Snow Man,	K. Halilig.
The Soldier's Song,	Old English.
Dear Land America,	Wilson.

SPRING AND SUMMER.

Spring Voices,	John W. Tufts.
Flower Dances,	John W. Tufts.
The Naughty Brooklet,	Reinecke.
The Whippo'will	Anon.
The Good Fairies,	Rheinberger.
Brother Robin,	Tufts.
The Goldfinch,	Brahms.

Sixth Grade

FALL.

Come Out, 'Tis now September,	Anon,
The Ploughboy (three - part round),	W. W. Pearson.
Dickery Dock,	"Mother Goose" Rhyme.
Nutting Song,	Voelckerling.
Hurrah, Boys, Hurrah!	Hartmann.

WINTER.

O Holy Night,	"Cantique de Noel"
The North Wind,	W. W. Gilchrist.

Old King Winter,	Anon.
Our Bright Starry Banner,	Offenbach.
New Hail Columbia,	Wilson.

SPRING AND SUMMER.

Song of the Shepherd,	Franz Abt.
May Showers,	Anon.
Ring-ting!	Tufts.
Ladybird,	G. W. Chadwick.
The Shell,	Julia Adams.
Pansies, Lilies, Kingcups, Daisies,	Tufts.
The Month of Maying,	German.

Seventh Grade

FALL.

Round—The Hunt (three parts),	W. W. Pearson.
A Maple Leaf,	W. Volkmann.
The Hunter's Song (three parts),	Anon.
Hurrah, Boys, Hurrah!	Hartmann.
For Peace and Plenty,	Mrs. Knowlton.

WINTER.

O Holy Night.	"Cantique de Noel."
The Jolly Old Winter,	Chadwick.
Skaters' Song,	Air: "The Happy Farmer."
There Was a Man Lived in Our Town,	"Mother Goose," Rhyme.
Our Bonny Flag,	Mrs. Jessie L. Gaynor.
The Star of Freedom,	Donizetti.

SPRING AND SUMMER.

The Flower of Wunderhold,	Tufts.
The Spider and the Fly (round),	McNaught.
Tell Me Where the Fairies Dwell,	Whiting.
Hush-a-bye, Baby,	F. L. Lorraine.
Spirit of the Summer-time,	Old Irish Folk Song.

Maypole Dance,	Old English.
The Gnome,	Russian Folk Song.

Eighth and Ninth Grades

FALL.

Song of the Hunter,	Anon.
Farmer and Finch,	Tyson-Wolf.
Tinkers' Chorus,	"Robin Hood" (opera).
Come to the Fair,	"Martha" (opera).
Pretty Village Maiden,	"Faust" (opera).
We Plow the Fields.	Gläser.

WINTER.

Nazareth,	Gounod.
O Holy Night,	"Cantique de Noel."
Song of Winter,	Unknown.
The Tap of the Drum,	"William Tell" (opera).
The New Hail Columbia,	Chadwick.
Forth to Battle,	Welsh.

SPRING AND SUMMER.

Sweet and Low,	Barnby.
Nightingale's Song,	Kjerrulf.
Polish May Song,	Polish Air.
The Old Oaken Bucket,	"Araby's Daughter."
Over the Summer Sea,	Verdi.
The Shepherd of the Valley,	Coda.

Drawing

In the first, second, third, and fourth grades the drawing occupies fifteen to twenty minutes each day in the week; in the fifth, sixth, seventh, and eighth grades one-half hour each, three days in the week.

First Grade

The type forms—sphere, cube, cylinder, hemisphere, square prism, and triangular prism—are developed and modeled; also objects based on each type form. The circle, square, oblong, semicircle, and triangle are drawn and cut and used in making rosettes and borders.

These type forms are used, not as an end, but merely as a means, a stepping stone to the form study of other objects and as a basis for the classification of other forms.

The prism colors are laid in order, and the six colors—yellow, orange, red, violet, blue, and green—are individually developed and used.

Much work is done from nature subjects beginning in September with the fall fruits and vegetables; in October studying and painting the colored leaves.

During the winter months the vegetables in use during the season, as the potato and pumpkin, are painted and drawn, and also winter scenes. In March and April the budding twigs are studied. In May and June leaves, flowers, and landscape are represented in color and in black and white.

Illustrative drawings suggested by holiday thoughts, stories, songs, etc., the main point in this work being to get good proportion and the essentials.

Blackboard work, beginning with lines made with flat side of chalk, drawing different forms of fences with gates, and work on landscape, and plant forms.

Figure work, drawing the human form with a child posing as model, is introduced about the middle of the year. This work is done with pencil and with charcoal.

Cutting to line and free-hand cutting in illustration, from memory and from objects, are done throughout the year.

Space-relation work is made much of, each child arranging in the most pleasing way to him, groups of simple grasses, flowers, birds, butterflies, bees, Japanese lanterns, etc., within some given space. This brings in the decorating of book covers, invitations to school exercises, etc.

Picture study, using good reproductions of famous paintings, is correlated with nature work, or brought in to suit the respective seasons. Pictures of children, home life, birds and animals, and at Christmas time the Madonna and the Christ Child are studied.

Second Grade

The work is continued much as in the first grade. New and more difficult objects are given. Water-color work is introduced, the children painting from leaves, flowers, vegetables, and Japanese lanterns.

The children make drawings of the appearance of the cylinder and hemisphere, also the two forms together, and more familiar objects based on the two forms.

Much figure work is done, the poses being more varied than before, and the children working with pencil, charcoal, and with brush and ink. In picture study, reproductions of some of Landseer's paintings are given special attention.

Third Grade

For third year the new Prang Elementary Course Book is used. Several days are spent in preparation for each drawing in the book. Additional work, similar in character to that done in first and second grades, from nature, from the figure, in cutting, in illustrating, and in space-relations is done, the mediums used being pencil, charcoal, brush and ink, and water colors. The children make drawings of the appearance of cylinder, hemisphere, sphere, cube, square prism, and triangular prism, and of familiar objects based on these forms.

Simple construction work, the drawing of patterns introduced.

Much attention is paid to freedom in work and artistic rendering. In picture study, special attention is given to Murillo and his paintings.

Fourth Grade

New Prang Elementary Course Book for fourth year is used. The same kind of work is carried on in the grade as in previous grades, the work progressing in complexity. In this grade pastels are used for color work. Constructive drawings are emphasized more. Simple appearance, drawings of houses bringing in principles of lines above the eye are introduced. Study of historic ornament is begun, reproductions of simple historic units being made. Light and shade work from type forms and familiar objects is begun. Millet's life and several of his pictures are taken up for study.

Fifth Grade

New Prang Elementary Course Book for fifth year is used. In

addition to the bookwork much time is given to drawing from familiar objects, carefully considering good form, and light and shade; landscape sketching from nature is begun, and pen and ink drawings are made for illustrating language lessons, etc. In the figure work of this grade the children get the effect of light and dark in masses. Study in historic ornament is carried further; in the construction exercises simple working drawings are made.

The color work in this grade is done in water colors and consists of the painting of vegetables, flowers, flags, shields, Japanese lanterns, etc. Special attention is given to Murillo and his paintings.

Sixth Grade

New Prang Elementary Course Book for the sixth year is used.

Continuation of work as outlined for other grades, more difficult subjects being given.

Much time is given to creative work—the abstract spacing of grasses and flowers, landscapes in composition, and the designing of book covers, program cards, calendars, etc.

Seventh Grade

New Prang Elementary Course Book for the seventh year is used.

The work is continued as outlined for the other higher grades, the pencil, charcoal, pen and ink, brush and ink, and water colors being used.

The study of a few of the better modern illustrators and their methods of work is taken up. Collections of their illustrations are made.

Anton Van Dyck and a few of his most famous works receive special attention.

Eighth Grade

In this grade special attention is given to object drawing in light and shade and values. In the fall and spring much work is done in drawing and painting from nature, from sprays of leaves and flowers, these forms also being used in work in space relation and designing.

Physical Training

GENERAL NOTES

The work in physical training is arranged and taught by one of the special teachers of that department and it is aimed to give such work as will tend to counteract the tendency to incorrect posture, incident to school life, as well as to give the pupils general body-building work and recreation.

The lessons are sometimes given in the rooms, more often in the large halls of the building.

The work indicated for a grade does not limit the work of that grade, for in each the new features are preceded by a review of and are incorporated with, the more difficult movements of the preceding years.

All lessons with light apparatus include stepping movements or runs, with or without obstacles.

The lessons are at first given by command and, through series-work, lead up to drills used later for exhibition purposes.

Music is used for all series apparatus work, all marching and for action stories, etc.

Below the sixth grade, ten minutes of the session in which physical training does not occur, is given daily to games and plays, under the direction of the grade teacher.

Game work may be outlined as follows:—In the first grade largely free play, in good weather out of doors, otherwise in the kindergarten play room. For sense and motor control, games of hearing, of touch; throwing bean bags through the ladder, and spinning the platter; skipping and hopping; mimicry and occupation games; simple tossing and catching games with small rubber balls and the basket-ball.

Above the first grade, arranged in more progressive form, come more difficult passing, tossing, catching, bounding and running games with the basket-ball; passing games with Indian clubs and bean bags; circle games, with and without the ball; games such as "three deep," "tag," "follow the leader"; for pleasant days,

games suited to the time of year, as "fox and geese," etc., until the sixth grade, when "Newcomb" is used, and in the seventh, basket-ball.

When possible games are played on the Athletic Field.

First Grade

Ten minutes daily.

Three times a week, marching and simple Swedish gymnastics.

Twice a week, action plays in the room.

Definite Swedish facings are not required. The term "turn" is used, for example, instead of "face," lest the children fall into habits of inaccuracy in response to a command, which later they will be able to execute correctly. Each lesson is preceded by marching, plain, and varied by arm and foot movements, and hand clapping, hopping, skipping, etc.

SWEDISH

ORDER MOVEMENTS.

Rising, coming to "position," "place rest," stride position, side steps, wk (b) position.

LEG MOVEMENTS.

Marking time, halting, heel elevation in fundamental and stride positions, with different arm movements, simple fancy steps.

ARM MOVEMENTS.

Wing position, arm raising and flinging (four movements), cross (a), bend, rest; cs (c), reach, and stretch positions, with arm changing. Simple hand clapping and similar arm exercises.

BALANCE MOVEMENTS.

Toe positions (3), knee bend positions (3), slow tiptoe march, raising of one leg (3 positions), afterward balance positions and arm positions taken together.

RUNNING MOVEMENTS.

Running in place, running forward, skipping and hopping, plain jumps, jumping rope, over sticks, etc.

BREATHING MOVEMENTS.

ACTION PLAYS

The work in this grade is based upon Rebecca Stoneroad's Gymnastic Stories and Plays.

Second Grade

Ten minutes daily.

Swedish gymnastics twice a week, one day using desks for apparatus.

Light gymnastics twice a week.

Games one day.

SWEDISH

ORDER MOVEMENTS.

Steps forward and back, and latter part of year teaching of facings, right, about, and left.

LEG MOVEMENTS.

Heel elevation with arm movements, stride position, heel elevation with change of feet.

HEAD MOVEMENTS.

Head bending backward.

ARM MOVEMENTS.

Twice a week in arm stretching; stretching in two directions by command.

BALANCE MOVEMENTS.

Positions held while arm movements are taken, knee bending upward.

RUNNING MOVEMENTS.

Side jump, without and with start step.

BREATHING MOVEMENTS.

LIGHT GYMNASTICS

Each lesson consists of marching, running, fancy steps, quick arm work, and jumping.

MARCHING.

Plain, and with hand clapping.

RUNNING.

Plain, for light step and rhythm.

FANCY STEPS.

Add arm movements to those already learned, forward and back touch step, same combined with change step.

ARM MOVEMENTS.

Stretching from hips and shoulders, circling, clapping, etc.

JUMPING.

On the run, over rope, stick, etc.

Third Grade

Time and schedule same as second grade.

SWEDISH

ORDER MOVEMENTS.

Accurate work in facings and steps, combining two of them at one command.

LEG MOVEMENTS.

Heel elevation with change of feet, and heel elevation with knee bending in stride, and walk (b) positions.

HEAD MOVEMENTS.

Backward bending continued.

ARM MOVEMENTS.

Work taken in second grade by command, taken here in series. Three different stretchings at one command.

BALANCE MOVEMENTS.

Upward bending of knee with arm movements; holding position while arm work is taken. Knee stretching backward.

TRUNK MOVEMENTS.

Trunk bending forward in stride position; or sidewise, sitting in seats or standing.

RUNNING MOVEMENTS.

Plain and hopping exercises.

BREATHING MOVEMENTS.

LIGHT GYMNASTICS

MARCHING.

Countermarch, square-corner march, dividing at ends and center, spiral.

RUNNING.

Same as second grade.

FANCY STEPS.

Circling by twos; combinations, such as toe touching three times at side, then change step, touch toe forward and back and change step.

ARM MOVEMENTS.

Thrusts in different directions.

JUMPING.

Increase height of obstacle as compared with preceding grades.

Fourth Grade

Ten minutes daily.

Swedish gymnastics twice a week, using desks and seats as apparatus one day.

Musical dumb-bells and rings two days.

Fall quarter, double ring work; winter quarter, musical dumb-bells; spring quarter, rings used singly.

Games, one day.

SWEDISH

ORDER MOVEMENTS.

Combinations of arm and foot work, and simple combinations of steps and facings, three in number.

LEG MOVEMENTS.

Foot-placing in two directions, with change of feet, and the same combined with heel elevation.

HEAD MOVEMENTS.

Head bending and twisting sidewise, and backward bending with arm movements, taken while the position is held.

ARM MOVEMENTS.

Three or four different stretchings at one command.

BALANCE MOVEMENTS.

Knee turning added to upward bending, and taken with arm changing.

TRUNK MOVEMENTS.

Forward bending of trunk in stride position, with arms in different positions, sidewise bending with arms and feet in different positions.

BREATHING MOVEMENTS.

LIGHT GYMNASTICS

RINGS.

Combinations of step positions, body bendings and arm movements, working in twos.

FANCY MARCHING.

By ones, twos, fours; in circle and grand right and left, with rings in different arm positions. Fancy steps, with arm and trunk exercises, using rings.

MUSICAL DUMB-BELLS.

Such movements as will be best to produce desired rhythm, combining body work.

Fifth Grade

Fifteen minutes daily.

Swedish gymnastics twice a week, with use of desks and seats as apparatus one day.

Wands, dumb-bells and marching, two days.

Fall quarter, wands; winter quarter, dumb-bells; spring quarter, marching.

Games, one day.

SWEDISH

ORDER MOVEMENTS.

Alignment forward, numbering by twos, opening and closing order by side steps.

LEG MOVEMENTS.

Heel raising and knee bending (four positions), with arm movements in series, knee raising and ankle flexion.

STRAIN-BEND MOVEMENTS.

Same as preceding grade, and trunk backward bend, sitting in seats.

ARM MOVEMENTS.

Arm stretchings, each arm in a different direction.

BALANCE MOVEMENTS.

Raising one foot and bending the opposite knee, later feet changing with a jump.

BACK MOVEMENTS.

Review work of previous year with more difficult arm work.

LATERAL TRUNK MOVEMENTS.

Combination of twistings and bendings with different arm and foot positions.

JUMPS.

With turns.

BREATHING MOVEMENTS.

LIGHT GYMNASTICS

WANDS.

Simple movements of wands combined with body movements already learned.

DUMB-BELLS.

Simple work with the bells combined with body work.

MARCHING.

Review the square-corner march, and introduce the diagonal, also forming loops.

Sixth Grade

Fifteen minutes daily.

Swedish gymnastics twice a week. Fall quarter, wands; winter quarter, grace hoops; spring quarter, clubs.

Games one day.

SWEDISH

ORDER MOVEMENTS.

Beginning with this grade, more difficult combinations of work already learned, just enough being given to get the attention of the pupils.

LEG MOVEMENTS.

Heel elevation and knee bending in different foot positions with change of feet.

STRAIN-BEND MOVEMENTS.

In walk (b) position, backward bending of trunk, combined with arm movements.

ARM MOVEMENTS.

Review work—quick series of double arm stretchings.

BALANCE MOVEMENTS.

Leg elevation forward, sidewise and backward with different arm positions, raising the opposite heel.

BACK MOVEMENTS.

Fall-outs (b) and (a) with different arm positions.

LATERAL TRUNK MOVEMENTS.

Work of previous grade reviewed.

JUMPS.

With start steps.

BREATHING MOVEMENTS.

LIGHT GYMNASTICS

WANDS.

More difficult combinations, arm rotations, beginning winding movements, combinations of wand with trunk and leg movements.

GRACE HOOPS.

Combinations of swings with the hoops, steps, fall-outs, archer positions, etc.

INDIAN CLUBS.

Positions, preparatory swings, plain swings, back shoulder circles, lower front circles, pendulum swings.

Seventh Grade

Fifteen minutes daily.

Indian clubs, bounding balls, and dumb-bells three times a week. Fall quarter, clubs; winter quarter, bounding balls; spring quarter, dumb-bells.

Boys and girls have games at different times; boys have military marching; girls, fancy steps and marching.

INDIAN CLUBS.

Work of previous year reviewed, with addition of front shoulder circles, reel, lower back circles, and pendulum swings, with lower front circles.

BOUNDING BALLS.

Combinations of bounding and tossing with body work, marching, steps, fall-outs, kneeling, etc.

DUMB-BELLS.

More difficult combinations, including thrusts.

MILITARY MARCHING.

Tactics of U. S. Army, modified, introducing wheeling by fours, changing from fours to file and reverse, oblique marching, right and left step, right front in line, etc;

FANCY MARCHING.

Combinations of step positions with hopping and leg extensions, "Comin' thro' the Rye," "1, 2, 3, hop," etc.

Eighth and Ninth Grades

Fifteen minutes daily.

Swedish gymnastics twice a week.

Bar-bells, clubs and wands once a week. Fall quarter, bar-bells; winter quarter, clubs; spring quarter, wands.

Boys and girls continue games at different times, girls having aesthetic work; boys, double quick military marching.

SWEDISH

ORDER MOVEMENTS.

See sixth grade.

LEG MOVEMENTS.

Work of sixth grade reviewed and in addition, running in place with turn, hopping, and last quarter. "Irish Lilt."

STRAIN-BEND MOVEMENTS.

Trunk backward bend, if clothing permits, otherwise, head backward bend.

ARM MOVEMENTS.

Work of sixth grade reviewed, with longer series.

BALANCE MOVEMENTS.

Work of preceding grade reviewed, adding half hook (a), knee stretching backward, raising opposite heel.

BACK MOVEMENTS.

Fall-outs (1) and (a) reviewed, adding stride fall-out, with arm movements, introducing heel elevation.

LATERAL TRUNK MOVEMENTS.

Trunk bending and twisting in fall-out positions, if clothing permits, otherwise, head bendings and twistings.

JUMPS.

With start steps and turns.

BREATHING MOVEMENTS.

LIGHT GYMNASTICS

BAR-BELLS.

Movements learned with wands, reviewed; exercises increasing in difficulty.

INDIAN CLUBS.

Follow movements with back shoulder circles, high reel, low reel, combination of shoulder circles and pendulum.

WANDS.

Elaborate combinations of winding movements and body work.

MILITARY MARCHING.

Movements of preceding grade taken "double quick" time.

AESTHETIC GYMNASTICS.

Curved movements and relaxing exercises, based upon Delsarte work, general poising.

1902

Manual Training

The aim of Manual Training is to aid in the development of observation, attention, accuracy, neatness, perseverance, independence and self reliance, of sense perception and of muscular activity.

A variety of materials are used and a number of different kinds of work are taken up throughout the grades, aiming at a gradual progression from the lower to the higher classes.

Whenever it seems practical the manual training is correlated with other subjects, such as reading, nature work, etc.

In some of the grades a few minutes each day are given to hand work, while in the sixth, seventh, eighth and ninth grades, where bench work is taken up, each class has a recitation of two consecutive hours each week.

The bench work includes the making of mechanical drawings, and working from the rough material. After the student has acquired some proficiency in the use of tools original work is required. All the work for the sixth, seventh, eighth and ninth grades is wood work, but the course demands an increasing amount of skill as the student advances from grade to grade.

First and Second Grades

CLAY MODELING.

Fruits.
Vegetables.
Representing the different seasons and holidays.
Thanksgiving.
Christmas.
Washington's Birthday.
Modeling in connection with reading.
Eskimo life.
Indian life.
Japanese life.

ILLUSTRATING STORIES.

Free paper-cutting, in connection with nature work and reading.

WEAVING.

Raffia.
Wool.

BASKETRY.

Raffia.
Rattan.
Free nailing.

Third Grade

Clay modeling, same as first and second.

CARDBOARD CONSTRUCTION.

Measuring.
Elementary mechanical drawing.
Construction from dictation.
Cutting.
Folding.

Fourth Grade

Mechanical drawing.

WHITTLING.

Assigned models.
Original models.

Clay modeling and casting.

Fifth Grade

Mechanical drawing.
Whittling.

VENETIAN BENT IRON.

Assigned models.
Original models.

POTTERY.

Sixth, Seventh, Eighth and Ninth Grades

Mechanical drawing.
Bench Work.

Course of Study for the Ninth Grade

FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.
English.	English.	English.
Latin or German.	Latin or German.	Latin or German.
Algebra.	Algebra.	Algebra.
Botany.	Botany.	Botany.

Names of Students

PREPARATORY

Abbott, Electa	Clayton
Brady, Anna	Ypsilanti
Barrett, Kate	Union City
Bates, Della	Hillsdale
Bear, Martha	Brown City
Bliss, Wilbur	Cone
Brogan, May	Pinckney
Burdick, May	Lansing
Casey, Mary A.	Saginaw, W. S.
Cliffe, Lila M.	South Lyon
Conlon, Alva E.	Mt. Clemens
Curtis, Nina B.	Litchfield
De Boer, Jennie	Grand Haven
Dick, Lewis	Cherry Hill
Glass, Myrtle	Bradford, O.
Gittens, Clarence	Canton
Hathaway, George F.	Wallaceburg, Ont.
Hadley, Ethel	Litchfield
Judson, Mabel	Grand Ledge
Keney, Matie	Clayton
King, Viola M.	Pipestone
Listerman, Gusta	Cohoctah
Minard, Elizabeth J.	Ypsilanti
Pheney, George	Byron
Roach Jennie	Port Huron
Robb, Thomas F.	Deer Creek
Taylor, Will F.	Athens
Taft, Ira O.	Webberville
Thompson, R. Luvia	Flat Rock
Whalian, Bessie	Chelsea
Walker, Lou E.	Tecumseh
White, Clio	
Young, Jessie P.	Saginaw

FIRST YEAR STUDENTS

Abramson, Anna	Calumet
Bagley, John	Oxford
Blaine, Fannie	Weston
Bates, Mary	Nettle Lake, O.
Frank	Nettle Lake, O.
[illegible]	Wacousta

Burke, Eber A.	Willow
Bryant, Helena E.	Osceola
Cassell, Owen E.	McArthur, O.
Carribeaux, Hettie	Hillsdale
Crandall, George H.	Sanilac Center
Conklin, Mabelle	Vickeryville
Corbett, Frances	Mansfield
Cowan, Seiford J.	Rockford
Cook, Bessie R.	Montgomery
Devereaux, J. P.	Hartland
Dixon, Esther Antoinette	Milan, O.
Dunton, Lena E.	Napoleon
Dunn, Stella	Carleton
Elkins, Blanche	Hartford
Glass, Claribel E.	Denton
Gannon, Casper	Cohoctah
Glascoff, Harriet	Albion
Gray, Jeannette	Toledo, O.
Green, Frank	Whitmore Lake
Gill, Bertha M.	Ypsilanti
Haley, Margie	Nettle Lake, O.
Herald, Roy	South Lyon
Hess, Barbara	Elsie
Hoskinson, Nettie	Macomb, O.
Hobart, Vera	Grass Lake
Hubbell, Bessie	Ypsilanti
Jackson, Pearl	Benton Ridge, O.
Katz, F. J.	Burlington
Kinsella, Mollie	Spalding
La Monte, Bella	Minden City
Minty, Margaret	Sanilac Center
Miller, Ella	Milan
McKenzie, Margaret	Emmet
Ormond, Anna	White Lake
Potter, Jessie E.	Chief
Purcell, Lida	Iron River
Potter, Alice	Davison
Ramsdell, Floy	Gratton
Spalding, Florence	Lyons
Staley, Lulu Bertha	Ypsilanti
Sackett, Wm. O.	Wallaceville
Stevenson, Helen	Port Huron
Sprinkle, Mabel Whiting	Beulah, O.
Stripp, Rosamond L.	Charlevoix
Smith, Ethel L.	Nashville
Schofield, Mary L.	Gregory
Sugden, Nellie E.	Farmington
Traub, Lizzie	Erie
Van Houten, Nettie B.	Smyrna

Walker, Charles D.	.	.	Plainfield
Wiley, Edna Frances	.	.	Ypsilanti
White, Marian L.	.	.	Marshall

SECOND YEAR

Ackley, Hazel	.	.	Litchfield
Bray, Ethel	.	.	Ypsilanti
Bray, Edith	.	.	Ypsilanti
Ballard, Mary Ethel	.	.	Flint
Baxter, Elizabeth	.	.	Ypsilanti
Bellow, Luanna	.	.	Port Sanilac
Beach, Clinton A.	.	.	Rockford
Benedict, F. Pearl	.	.	Wacousta
Bostwick, Inez D.	.	.	Ypsilanti
Clink, Nina	.	.	Capac
Dekker, Marie	.	.	Zeeland
Dekker, Mattie	.	.	Zeeland
Dunn, Katherine	.	.	Michigamme
Faucher, John P.	.	.	Ward
Finnie, Carrie	.	.	Ypsilanti
Fritz, Dora	.	.	Ypsilanti
Foreman, Robert	.	.	Onsted
Greene, Marietta	.	.	Ypsilanti
Giddings, Sara	.	.	Galesburg
Gillespie, A. G.	.	.	Gaines
Hadley, Ethel	.	.	Litchfield
Higgins, Stella	.	.	Bellevue
Hobbs, Grace	.	.	Kalkaska
Hoyt, Willard	.	.	Howell
Holman, May	.	.	Rockland
Honeyman, Mabel	.	.	Vandalia
Hoag, Amy	.	.	Springport
Huston, Milton	.	.	Cherry Hill
Hubbard, Fay	.	.	Imlay City
Hyames, Alson L.	.	.	Gobleville
Hyames, Frank M.	.	.	Gobleville
Jordan, Chas. B.	.	.	Morrice
Katz, Olive P.	.	.	Burlington
Lardie, Myrtle E.	.	.	Ludington
Leeman, Mary V.	.	.	Chelsea
Lorenz, Josephine	.	.	Iron River
Lockwood, Margaret	.	.	Pittsford
Longley, Olive	.	.	Detroit
Mohr, Eva E,	.	.	Blissfield
Morrand, Elizabeth	.	.	Algonac
Mowry, Edwin A.	.	.	Sherwood
Morris, Wilbert	.	.	Cross Village
Munson, Hettie	.	.	Mayville

Mudge, Harriet	Grand Ledge
Murphy, Cora	Versailles, O.
Paton, Marion L.	Imlay City
Peppiatt, Bessie	Willis
Pelant, Matilda	Belleville
Pennington, Elizabeth	Imlay City
Riggs, Amy	French Landing
Rogner, Carl C.	Richville
Root, Erwin A.	Weston
Sprague, Roy E.	Farmington
Stark, Guy Wakeman	Vassar
Sweetland, Elma J.	Saline
Sweetland, Nina L.	Saline
Smith, Daniel W.	Ubly
Sisson, Elva A.	Ypsilanti
Smith, W. B.	Ubly
Scovel, Fred J.	Detroit
Troub, Minnie	Ypsilanti
Thomas, John A.	Ypsilanti
Thornton, James K.	Milan
Turnbull, Ida	Lapeer
Upham, Ruth E.	Flat Rock
Watkins, Alice H.	Detroit
Washburn, E. R.	Hastings
Wheaton, Amy L.	Ypsilanti
Whitmire, Tony J.	Ypsilanti
Wilson, Mabel K.	Ypsilanti
Wilson, Geo. K.	Ypsilanti
Whitney, Lida M.	Laingsburg
Youells, Avy Violet	Flushing

THIRD YEAR

Adams, Josie Ethel	Vassar
Ash, May S.	East Tawas
Anderson, Helen	Cassopolis
Abel, Arthur A.	Ypsilanti
Allen, Myra	Petoskey
Ashley, Addie May	Homer
Ashley, Jessie M.	Big Rapids
Ackerman, Frank	Union City
Andress, Mace	Chesaning
Abbey, Beulah	Ypsilanti
Allen, Lottie	Albion
Allen, Grace	Lansing
Anderson, Margaret M.	Plainwell
Austin, Bertha	Lowell
Austin, Olivia	Whitehall

Ayer, Erminda	Manistee
Ayers, Donna L.	Ypsilanti
Bailey, Lillian M.	Plymouth
Bailey, Laverne M.	Cedar Springs
Baird, Ivah C.	St. Clair
Blaess, Matilda A.	Saline
Bass, Carolyn	Benton Harbor
Bradley, Alta Dora	Ypsilanti
Barlow, Edna	Ypsilanti
Bauerle, Lena	Kalamazoo
Bacon, Edith	Chelsea
Barnum, Annette	Traverse City
Brandberg, Vera H.	Ludington
Blair, Bessie S.	Homer
Barbour, Willard T.	Ypsilanti
Blair, Maude L.	Homer
Baker, Flora E.	Jonesville
Baker, Bertha	Adrian
Bates, Guy	Andover, S. D.
Baker, Hattie L.	Carson City
Barber, Emma	Quincy
Black, Elsie	Greenville, Ohio
Bray, Caroline	Okemos
Baldwin, Bertha J.	Oxford
Bacon, Beatrice	Chelsea
Benjamin, May	Wyandotte
Beardsley, Loretta M.	Ypsilanti
Becker, Laura May	Hamburg
Besley, Anna	Newberry
Belland, Fred	Champion
Benjamin, Grace	Webberville
Beal, Vinora	Quaker
Beeman, Benjamin F.	Williamston
Birdsall, Emma P.	Saline
Bird, Emma M.	Charlevoix
Biery, Harriet A.	Hillsdale
Bliss, Matilda	Saline
Brooks, Mary	Crystal Falls
Boyce, Minnie G.	Ypsilanti
Blood, Mabel G.	Laingsburg
Blodgett, Caroline E.	Ludington
Bole, Veva	Union City
Brown, Loretta A.	Port Huron
Boelio, Lula	Greenville
Brown, Lucy	Traverse City
Brown, Elsie G.	Manistique
Bross, Lillie E.	Dexter
Broesamle, Anna	Carson City
Bloomer, Stella	Ionia

Bucklin, Carrie E.	Olivet
Burns, Hortense	Detroit
Buell, Clara	Union City
Buckley, Sara R.	Kalamazoo
Butler, Martha A.	Detroit
Buck, Lucy May	Three Rivers
Carr, Francis	Pinckney
Carter, Ethel R.	Hudson
Clark, Inez	Belleville
Clark, Jessie	Schoolcraft
Carpenter, Lida	Ypsilanti
Clark, Adella	Pentwater
Crane, Caroline E.	Ypsilanti
Cashell, Bridget A.	S. Lake Linden
Chapman, Chas. W.	Fowlerville
Campbell, Helen	Hillsdale
Crane, Edith	Fenton
Crawford, S. E.	North Branch
Carroll, Mae Belle	Negaunee
Cady, Mildred	Fenton
Catton, Nellie M.	Benzonia
Clark, Juanita B.	Dearborn
Case, Clio	Jonesville
Clapp, Susiana	Owosso
Crebbin, Lida M.	Petersburg
Clement, Margaret	Clarkston
Crego, Cora	Brooklyn
Christian, Nora	Chesaning
Collins, Madge	Atlantic Mine
Comstock, Ida Grace	Ypsilanti
Cooper, Amy Belle	Fowlerville
Collins, May	Blissfield
Cornish, Hubert R.	Saline
Coville, Gervase	Galesburg
Cole, Maude	Owosso
Cowles, Gertrude	Gladwin
Compton, Mary E.	Toledo, O.
Cowan, Marion A.	Port Huron
Curry, Louise	Ionia
Churchill, Ralph C.	Burnside
Cryderman, Lula	Detroit
Darling, Lillie A.	Almont
Day, Fannie	Charlotte
Davis, Ira W.	Fowlerville
Dawson, Ralph	Marlette
Day, Ransom H.	Newaygo
Davis, Julia A.	Allegan
Dennie, Sadie	Charlotte
Devin, Esther L.	Buchanan

Dingfelder, Sadie L.	Jonesville
Doty, Jessie R.	Ionia
Duthie, May A.	Grand Rapids
Dunker, Lora	Lansing
Dunlap, R. M.	Milford
Dundass, Margaret	Ludington
Du Bard, Emma M.	Michigamme
Dwyer, Florence E.	Hudson
Dyer, Alice	Adrian
Eastman, Kate O.	Ovid
Eagle, Mabel A.	Dayton, O.
Ellis, Winnafred	Camden
Erickson, Arthur G.	Whitehall
Erickson, Ida	Whitehall
Fraser, Archibald D.	Ypsilanti
Fraser, Louise H.	Detroit
Flarida, Edna	Reed City
Fribley, Laura S.	Big Rapids
Finch, Minnie	Hillsdale
Ferris, Effah	Whitehall
Ferguson, Alfred L.	Grass Lake
Fenton, Edith	Escanaba
Feemster, Lucy	Grand Rapids
Fisher, Vee	Harbor Beach
Frith, Susie	Sunfield
Fischer, Amelia M.	St. Clair
Fiske, Lea	Ludington
Fritz, Cecil E.	Cass City
Fowle, Rena	Hudson
Fisher, W. Clarence	Tipton
Force, Evelyn	Adrian
Foster, Clio A.	Vicksburg
Fullerton, Eva D.	Galesburg
Furgason, C. E.	Williamston
Gravelle, Myrtle	Greenville
Gaskill, E. R.	Lime Creek
Garrison, Edith R.	Fremont
Galvin, Cecelia	Bradford, O.
Garlinghouse, Ethelyn U.	Tecumseh
Galloway, Lucy E.	Adrian
Gage, Una R.	Green Oak
Garland, Fern M.	Howell
Graham, Mabel E.	Owosso
Garland, Hazel B.	Howell
Graves, Carl	Burr Oak
Glass, Amy S.	Ypsilanti
Grout, Grace	Paw Paw
Geer, Florence	Benton Harbor
Greenaway, Eleanor	Fowlerville

Germaine, Genevieve	Muir
Green, Merwin	Ypsilanti
Griffith, Elma	Galesburg
Gilhooley, Maude	Cadillac
Gibson, Hattie	Ludington
Gilmore, Roy K.	Hart
Goodwin, Sophy	Port Huron
Gow, Jean G.	Cadillac
Grohe, Florence	Nashville
Hale, Emily S.	Dexter
Harper, Mattie	Bradford, O.
Hayward, Cecile	Eaton Rapids
Hanes, Ella E.	Owosso
Harding, Mary	Hillsdale
Hammond, Jessie	Ann Arbor
Hall, Ila	Benton Harbor
Hathaway, Frank E,	Clifford
Hathaway, William H.	Clare
Hazen, Ruby	Marine City
Harris, Franc	Williamston
Harper, Audrid	Ypsilanti
Harmon, Laura	Owosso
Heyman, Blanche	Fort Smith, Ark.
Hess, Marjorie	Lawrence
Hearnes, Frances	Warren
Herron, Edith	Port Huron
Herkimer, Mary O.	Scofield
Hines, Clara	Covington, O.
Hischke, Ida	Ypsilanti
Hinckley, Corrine	Hastings
Holt, Carol May	Grand Rapids
Holden, Hope H.	Bellevue
Howe, M. Mabel	Homer
Howe, Martha C.	Flint
Howe, Ethel June	Belding
Howell, Bess	St. Clair
Hogue, Arthur L.	Sodus
Howie, E. Pearl	Sault Ste. Marie
Horner, Mayme	Reed City
Hurd, May	Greenville
Hughes, Pearl	Fowlerville
Hutchins, Mabel	Lawrence
Hurlbert, Beryl	Tawas City
James, Mae M.	Jackson
Jones, Margaret	Sault Ste. Marie
Jones, Elsa	Wyandotte
Johnson, Ruth	Howell
Katen, Isabella	Greenvill
Katen, Helen K.	Greenville

Knapp, Edna	Quincy
Klaassen, Katherine	Grand Haven
Kehoe, W. J.	Tawas City
Keyser, Mabel	Birmingham
Kellogg, Clinton E.	Middleton
Kent, Ettroile	Flint
Keltie, Carolyn H.	Grand Haven
Klingman, Frederica	Ann Arbor
Knight, Ernest E.	Elsie
Kirby, Joseph N.	Volinia
Kinnee, Ida E.	Detroit
Kitson, Blanche	Rockford
King, Mabel C.	Lawrence
Knight, Martha	Ionia
Kinsler, Edward W.	Morrice
Koenig, Lydia	Traverse City
Koslowsky, Elizabeth B.	Jackson
Knooihuizen, Grace	Fowlerville
Klumph, Essey A.	Detroit
Kruse, Ida	Negaunee
Kruse, B. F.	Francisco
Laraway, Lou	Salem
Lake, James G.	Sault Ste. Marie
Larsen, Helma	Kalamazoo
Larsen, Annetta	Whitehall
Lamont, Elizabeth I.	Detroit
La Due, Barbara	Claremont, S. D.
Lankton, Julia	Grand Ledge
Latham Rex	Hanover
Lawrie, Bertha	Chicago
Ladner, Alta	Ypsilanti
Le Due, Anna	Detroit
Lewis, Caroline E.	Benton Harbor
Lewis, Jennie	Ypsilanti
Linderman, Winifred	South Haven
Lindsay, Ida L.	St. Clair
Lilley, Elizabeth	Belleville
Lindsay, Margaret	Prairieville
Long, Almayda	Coldwater
Lombard, Anna	Otsego Lake
Lonsby, Carolyn	Mt. Clemens
Lowe, George A.	Ypsilanti
Lorenz, Mary	Iron River
Luxmore, Cora G.	Iron Mountain
Luxford. Grace	Manistee
Lyle, Ethel R.	Paw Paw
Mahana, Margaret	Three Rivers
Martin, Lulu	Portland
Maxon, Neenah	Three Rivers

Maloney, Ella C.	Hudson
Maloney, Mary E.	Hudson
Matlock, Ernestine	Greenville
Magoonah, Jas. A.	Dearborn
Macmillan, Grace	Port Huron
Maronde, Marie	Ludington
Metz, Christine	Albion
Mero, Jennie M.	Ludington
Mills, Mabel D.	Tecumseh
Moore, Lillian	Augusta
Morrison, Belle	St. Johns
Morrison, Agnes P.	Paw Paw
Moran, Ella L.	Harbor Beach
Moody, Zella A.	Mason
Monteith, Blanche E.	Manistee
Monks, Rill	Pinckney
Munger, Ella M.	Ypsilanti
Mullenhagen, Clara H.	Petoskey
Murphy, Jean	Petoskey
Munson, J. M.	Menominee
McLaren, Susie	Port Huron
McNaughton, Nellie	Big Rapids
McKay, Jean	Ypsilanti
McCartney, Annie	Charlevoix
McKay, Edith	Spring Arbor
McClellan, Melbourne B.	Saginaw W. S.
MacCready, Maude A.	Ypsilanti
McQuillin, Theodora	Lyons
McGillivray, L. Adah	Muir
McDonald, Jessie	Marshall
McDonald, Ethel M.	Sault Ste. Marie
McCormick, Mary L.	Gaylord
Newhouse, Eugenie	Grand Rapids
Neuman, Marie C.	" "
Newman, Pearl	Lansing
Nielsen, Elva	Gower
Nims, Bessie	Lexington
Nims, Clara Louise	"
Niemeyer, Joanna	Benton Harbor
Nicholl, Marie	Lake Linden
Novak, Chas. M.	Traverse City
O'Neill, Mary C.	Hubbardston
O'Leary, Margaret	Ann Arbor
Oliff, Minnie	Clio
Osborn, Meida	Vicksburg
O'Toole, Elinor Grace	Bellevue
O'Connor, Nellie	Flint
Pratt, Agnes	Dexter
Parkins, Almon E.	St. Clair

Payne, Ella	Utica
Pratt, Marion	Traverse City
Patterson, Flora A.	Owosso
Patterson, Jennie	Ypsilanti
Paine, Cora M.	"
Patterson, Shirley D.	Jackson
Peterson, Helga Marie	Whitehall
Perkins, Florence B.	St. Johns
Perkins, Anna M.	Memphis
Preble, E. F.	Niles
Peters, Mabel	Petersburg
Pessell, Lucy	Quincy
Pickett. Kittie	Milford
Pierson, Alma	Big Rapids
Pierson, Louise	Leslie
Phillips, Elizabeth M.	St. Clair
Potter, Katherine	Greenville
Potter, Celia D.	Ypsilanti
Plowman, Ethel F.	Grand Ledge
Pugsley, Katherine	Albion
Pryor, Nellie M.	Hastings
Quail, Florence M.	Croswell
Raine, Ida	Whitehall
Randall, Alice M.	Utica
Ray, Ida May	Delray
Rathbone, Mabel	Mason
Rawdon, Harry	Ypsilanti
Rawdon, B. George	"
Redman, Mabel	Harbor Beach
Reidy, Elizabeth	Negaunee
Reshore, J. Louise	Dowagiac
Reed, Emily	North East, Pa.
Richardson, Mabel	Lansing
Rice, E. Josephine	Utica
Richardson, J. Marion	Jamestown
Rogers, Esca B.	Decatur
Rossman, Mary	Leslie
Robinson, Mrs. Lilly	Dexter
Roper, Vida B.	Redford
Romig, Ethel	Big Rapids
Robinson, Emily P.	Mason
Rosso, Evelyn M.	Mt. Clemens
Rowland, Sarah	Mt. Clemens
Rosenfield, Benj.	Grand Rapids
Royce, Addie L.	Owosso
Rood, Frank B.	Nashville
Rogers, Tressie	Adrian
Sprague, Birdelle	Ypsilanti
Spafford, Frances J.	Bellevue

Stratton, Donna	Troy, Ohio
Salsbery, Chas. E.	Elkton
Shaw, Lena A.	Ypsilanti
Sharpe, Nina B.	Flint
Shaw, Addie	Lansing
Shaffer, Lily	Albion
Sandberg, Linda	Shelby
Sparling, Elizabeth	Mt. Clemens
Stark, Helen	Otter Lake
Stark, Elvira	Otter Lake
Sage, Tilla	Ypsilanti
Saxton, Bessie	Ypsilanti
Steadman, Geo. F.	Dansville
Shepard, Jessie	Detroit
Stevens, Arthur J.	Bangor
Sheffer, Lucy	Fennville
Smelser, Gertrude	Cadillac
Skentlebury, Mabelle	Lake Odessa
Stewart, Bertha	Hadley
Seamans, Frances	Grand Rapids
Spencer, Gertrude E.	Locke
Spencer, Zoe L.	Linden
Shigley, Roy A.	Hart
Simmons, Ira N.	Armada
Simmons, Mary D.	Allegan
Sprinkle, Rolland	Beulah, O.
Sillito, Lucile	Xenia, O.
Shields, Mona	Traverse City
Skillen, Mary	Iron Mountain
Simonson, Sophie	Whitehall
Smith, Fred P.	Alpena
Smith, Richard A.	Lainsburg
Smith, Nellie E.	Ludington
Smith, Julia	St. John
Smith, Robert C.	Bath
Smith, Arthur L.	Reed City
Smith, Bessie I.	Grand Rapids
Smith, May E.	Wayne
Smith, Elmer G.	Olney
Smith, Ardella	White Pigeon
Smith, Ethel	Manchester
Schmid, Alma	Manchester
Schmidt, Bertha S.	Republic
Shores, A. Juanita	St. Louis, Mo.
Stow, Julia Augusta	Grand Rapids
Showerman, Gertrude	Owosso
Sullivan, Margaret	S. Lake Linden
Sullivan, Julia	Houghton
Squires, DeWitt	Dundee

Snyder, Alta M.	Owosso
Trathen, Sidney	Houghton
Taylor, Fannie,	Ann Arbor
Temple, Helen M.	Tecumseh
Tremper, Cyrus	Pontiac
Trierweiler, Katheryn	Wacousta
Thompson, Mary Elizabeth	Saginaw
Thomas, M. Adelaide	Ypsilanti
Thompson, Edith M.	Evart
Thomas, Ruth	Portland
Tooley, Bertha	Corunna
Thoms, Alice M.	Ypsilanti
Troub, Wm. O.	Ypsilanti
Townsend, Ethel M.	Almont
Tucker, Annie L.	Big Rapids
Tubergen, Myrtle Mae	Grand Rapids
Turner, Edna G	Armada
Trumbull, Minnie	Hastings
Uren, Cora L.	Crystal Falls
Van Verst, Bertha	Fowlerville
Van Zile, Bertha L.	Northvillle
Vaughan, Maude	Hillsdale
Voorheis, Susie	Pontiac
Wallace, Newell B.	Williamston
Whalley, Nympha	Hart
Walser, Stuart L.	West Salem, Ill.
Waldron, John H.	Wacousta
Wagar, Jessie M	Okemos
Welch, Elizabeth,	Milford
Weldon, Pearl	Eaton Rapids
Westgren, Lillian,	Ishpeming
Wehner, Clara	Otsego
Weber, Lorne W.	Elkton
White, Winifred	Manchester
Winter, Orrin Bowman	Caledonia
White, B. Lois	Ashland
Wilson, Mildred	Plainwell
Wilson, Katherine	Ypsilanti
Whitney, William A.	Jamestown
Wise, Anna	Detroit
Wilson, Luella Blanche	Hanover
Wilson, Elizabeth K.	Ypsilanti
Williams, Bertha D.	Homer
Wilson, Catherine	Jackson
Wise, Cora	Ann Arbor
Whitlock, Ernest S.	Decatur
Wrisley, Bessie	Charlevoix
Withrow, F. G.	Williamston
Wood, Mary F.	Springfield

Woodward, Nellie	Frankfort
Woodman, Clara	Paw Paw
Woodman, Winifred	Paw Paw
Young, Lou A.	Mt. Clemens
Young, Mamie	Traverse City
Yonkers, Nettie	Grand Rapids
Young, Jessie	Adrian
Young, Margaret	Lansing

FOURTH YEAR

Adair, Kathryn	Port Huron
Adams, Edith E.	Traverse City
Anderson, Marion E.	St. Clair
Avery, Lawrence G.	Ypsilanti
Alden, Kate A.	Grand Rapids
Arnot, Mabel	Ypsilanti
Aulls, Jessie N.	River Raisin
Barns, Burton A.	Delray
Balden, Clara	Dexter
Blanchard, Edith	Grand Rapids
Baker, Estell E.	St. Johns
Blanchard, Charles E.	Wauseon, Ohio
Baxter, J. H.	Oxford
Bennett, Angie Maude	Carson City
Beurmann, Eva E.	Newberry
Bree, Mattie	Hancock
Brems, Edna M.	Ypsilanti
Bellinger, G. H.	Maple City
Bredbeck, Mabel A.	Port Clinton, O.
Bellows, Bertha C.	Jackson
Brewster, Mary Dot	Prattville
Bignell, Lillian	Quincy
Bierkamp, George	Wyandotte
Bixby, Ida L.	Kalamazoo
Bliss, Franc N.	Jonesville
Briggs, Virginia	Edmore
Brooks, Sarah J.	Beddow
Broecker, R. W.	Hadley
Brown, Ethel Lynn	Hastings
Brown, Lillian	Ionia
Bowman, Isaiah	Brown City
Bowen, Cora L.	Ypsilanti
Brooks, Harriet Eugene	Grand Rapids
Burnett, Phoebe	Cheboygan
Burlingame, Amy M.	Union City
Burt, Rosy W.	Bessemer
Buck, Neva	Ypsilanti
Burton, W. G.	Lisbon
Bryant, Maude	Port Huron

Carter, Carrie L.	Newaygo
Carrick, Ada Slayton	Ann Arbor
Chambers, May	Cheboygan
Craig, John A.	Howard City
Cady, Florence Pearl	Ann Arbor
Craig, Mattie A.	Hancock
Clark, Helen	Merrill
Childs H. Ethel	Ypsilanti
Cosier, Martha S.	Coldwater
Cook, Alma	Hanover
Costello, Helen	Battle Creek
Corson, Martha	Ypsilanti
Cross, Mabel C.	Ovid
Cook, Henrietta	Grand Haven
Cooley, Harriet Bernice	Coldwater
Comstock, Mollie O.	Ypsilanti
Cummings, Lillian	Toledo, O.
Culver, Fred	Clyde
Davis, Lucy	Clio
Davis, Jennie A.	Ypsilanti
Drake, Nellie	Ionia
Dansard, Josephine	Monroe
Davis, Gail	Jackson
Davis, Florence H.	Ypsilanti
Daniels, Persis I.	Gregory
Dean, Clara	Vermontville
Dennis, Philip E.	Reed City
Deming, Frederika	Ann Arbor
Dixon, Jennie L.	Milan, O.
Dickie, Mary	Iron Mountain
Doxsie, Georgiana	Ypsilanti
Dobbins, Anna	Ionia
Doty, Helen Jeannette	Three Rivers
Drouyor, Nelson J.	Ypsilanti
Dykhouse, Della	Grand Haven
Evans, S. Maude	Chicago
Edwards, Bessie B.	Alamo
Easton, Minnie	Dexter
Emendorfer, Eva	Saginaw
Elwell, Ruth	Standish
Eldred, Wm. C.	Tekonsha
Elliott, Emma Rose	Ypsilanti
Elliott, Elva Bernice	Ypsilanti
Ellsworth, Agnes	Pontiac
Eddy, Lela A.	Belding
Falconer, Mertie I.	Ypsilanti
Frank, Ella	Wayne
Farnsworth, Inez	Medalia, Minn
Frazer, James	Ypsilanti

Feige, Aimee	Saginaw, E. S.
Flint, Marguerite	Cement City
Fribley, Kate L.	Big Rapids
Fritz, Frances H.	Grand Haven
Fogg, Lucie,	Jonesville
Fowler, Bertha	Owosso
Fox, Eleita M.	Marshall
Foley, M. Agnes	Utica
Fohey, Helen C.	Ann Arbor
Fuller, Jennie	Hudson
Fuller, May,	Lansing
Fuller, Earl G.	Colon
Gardner, M. Eola	Ypsilanti
Graham, Genevieve	Lowell
Greene, Myrtle B.	Albion
Greeley, Gertrude	Albion
Green, Clarence E.	Ypsilanti
Green, Loa	Utica
Green, Florence,	Lansing
Giddings, Mary M.	Jackson
Gibbs, Clara M.	Jackson
Gill, Joseph	Mayville
Gross, Matilda	Manistee
Gross, Anna M.	Pipestone
Goodwin, Gertrude	Wyandotte
Gulde, Clara Louise	Charlotte
Hayden, Vera	Cassopolis
Harden, Lulu	Jackson
Hammond, Lulu	Albion
Handeyside, Anna	Wayne
Hayward, Ella	Morocco
Harnack, August	Linden
Herr, Gertrude M.	Menominee
Herkimer, Carrie Esther	Exeter
Healy, Verna	Minden City
Hines, Agnes M.	Shelby
Hiatt, Florence E.	Coldwater
Hinkle, Radia	Mendon
Himebaugh, Gertrude	Burr Oak
Hickox, Elva	Charlotte
Hinkle, Olive	Ypsilanti
Hinkle, Grace	Ypsilanti
Hinkle, Elva	Ypsilanti
Howard, Olive	Houghton
Horton, Howard	Bronson
Howard, Nina M.	Bancroft
Hoppe, L. Dorritt	Chelsea
Holmes, Florence E.	Marshall
Hoffman, Renettia	Marshall

Hogue, Roy L.	Sodus
Hulsart, Virginia	Dundee
Huff, Grace	White Pigeon
Huston, J. D.	Ypsilanti
Hunter, Minnie	Ovid
Ireland, Carey H.	Berrien Springs
Jacobs, Grace E.	Owosso
Jennings, Clarence M.	Lawrence
Jefferson, Lulu M.	Berlin, Wis.
Josenhans, R. J.	St. Louis, Mo.
Johnson, Anna F.	Evart
Johnson, Kathryn	Manistee
Jones, Nellie E.	Cassopolis
Judson, O. L.	Montgomery
Juistema, Alberta	Grand Haven
Kahler, Clo M.	Plainwell
Kennedy, Katherine D.	Hancock
Keal, H. M.	Dexter
Kingman, Nella A.	Ann Arbor
Kniffen, Claude L.	Britton
Kilbourne, Louise	Big Rapids
King, Evert	Bloomingdale
Kohler, Frances	Lapeer
Knopf, Anna Sibyl	Blissfield
La Munion, Maude	Benton Harbor
Lent, Mary Louise	Ypsilanti
Lewis, Katherine	West Leroy
Leland, Bernice	Detroit
Lee, Harry D.	Decatur
LeFurge, Charles E.	Ypsilanti
Loveland, E. A.	Milan
Lockwood, Edna	Portland
Lockhart, Alma	Ypsilanti
Mahn, S. Agnes	Traverse City
Martin, Florence	Chelsea
Mann, Jessie E.	Concord
Maddock, Sarah	Wyandotte
Major, Louina	Muskegon
Marble, Ira A.	Ann Arbor
Marx, Harriet J.	Port Huron
Martindill, James W.	McArthur, Ohio
Mercer, Frances	St. Clair
Meyer, Emma E.	Centerville
Merritt, Gardia	Ionia
Melody, James B.	Union City
Meeks, Ida V.	Dansville, Ill.
Miller, Clayton C.	Battle Creek
Mitchell, Florence	Detroit
Morrissey, Evangeline M.	Grand Rapids

Moore, Alice E.	Ypsilanti
Mosher, Ada P.	Grand Rapids
Mowrey, Meta B.	Three Rivers
Moore, Lillian	Augusta
Murray, Alice B.	Forester
McCarthy, Agnes M.	Hancock
McKay, Christina	Midland
MacArthur, Beatrice	Ypsilanti
MacRae, Jane	Laurium
McGee, Mabelle	Mason
McLean, Jennie	Hancock
McGeorge, Bessie	Almont
McClelland, Carl C.	Jefferson, O.
McIntyre, Edith	Bay City
McWhinney, Percy G.	Fremont
McGillivray, Margaret	Oscoda
McDonald, N. Almeda	Scott, Ind.
McCormick, Jennie	Marengo
Nash, Elwin	Olivet
Nelson, Mary	Hudson
Nimmo, Reay	Cheboygan
Oakes, Tillie	Wayne
Oram, Myrtle	La Grand, Oregon
O'Keefe, Eva	Port Huron
O'Donnell, Margaret	Detroit
Paton, Charlotte A.	Lake Linden
Partch, Hoyt C.	Romeo
Pariseau, Marie	Iron Mountain
Paine, L. Clyde	Sparta
Parmater, Emma J.	Ypsilanti
Parent, Anna Phoebe	Redford
Parker, Lena M.	Dimondale
Parks, Anna	Ypsilanti
Pretty, Phea H.	Spring Arbor
Petit, Louise	Port Huron
Perry, Seymour M.	Grand Blanc
Pearce, Webster H.	Springport
Preston, Maggie B.	Grass Lake
Piatt, Lida M.	Laingsburg
Pitts, Mabelle Lucile	Centerville
Pilcher, Leonora H.	Albion
Pierce, Ida	Ceresco
Prindle, May	Charlotte
Price, Nellie K.	Mason
Pilcher, Ellen	Albion
Powers, Carrie	Albion
Potter, Mary L.	Willis
Rawson, Elizabeth	River Raisin
Reisinger, Cora E.	Cedar Springs

Reinburg, Alida H.	McBain
Reincke, John F.	Union City
Reinelt, Bertha	Harbor Beach
Reeve, Cora A.	Dexter
Rice, Franc	Ypsilanti
Rice, Harry E.	Elsie
Ries, Harriet	Houghton
Ross, Annie	Detroit
Roth, Mary Elizabeth	Ionia
Roode, J. Q.	Yale
Russell, Mabelle	Mt. Clemens
Ruesink, William	Tipton
Spaulding, Vera	Three Rivers
Stahlschmidt, Louise	Preston, Ont.
Salliotte, Gertrude	Ecorse
Schafer, Lenna M.	Ypsilanti
Sprague, Birdelle	Ypsilanti
Shaw, Myrtle M.	Ypsilanti
Swaine, Jessie C.	Ypsilanti
Santee, Nellie M.	Charlotte
Shaver, Frances Woodward	Durand
Sanders, Flora B.	Wyandotte
Sherwood, Kate E.	St. Joseph
Sharpe, Gertrude A.	Sault Ste. Marie
Stein, Carrie	St. Clair
Stellwagen, Elizabeth	Wayne
Stevens, Mary W.	Owosso
Spencer, Roy E.	Ypsilanti
Stevenson, Ama	Grand Rapids
Seaton, Florence	Almont
Steimle, Clemens P.	Atlantic Mine
Silk, Edith	Hillsdale
Skinner, Alice	Ann Arbor
Schmidt, John J.	Sebewaing
Smith, Josephine M.	Oberlin, O.
Smith, E. Lozette	Sylvania, O.
Smith, Callie L.	Saline
Smith, Edith	Wyandotte
Smith, Jennie R.	Carson City
Smith, Harriett E.	Grand Rapids
Smith, Laurence J.	Denton
Smith, Mattie A.	Bath
Smyth, Lillie B.	Marshall
Sooy, F. H.	Ypsilanti
Stover, Lillyan Lee	Benton Harbor
Southworth, Clara	Ovid
Slocum, Howard E.	Corunna
Squires, Evalyn	Coldwater
Tench, Sidney W.	Lawton

Trask, Anna Louise	Alpena
Treadgold, Maybelle	Albion
Thompson, M. Irene	Lawrence
Townsend, Emilie	Grand Rapids
Thompson, Elizabeth	Bad Axe
Thomas, Anna P.	Portland
Townley, Grace	Jackson
Tompkins, Frank	Albion
Thomas, Mary E.	Ypsilanti
Thompson, Bertha	Union City
Thompson, Laura	Plainwell
Ungers, Gertrude	Ludington
Udy, Beatrice M.	Yankton, S. Dak.
Vandenbosch, Harriett	Grand Haven
Van Allsburg, John E.	Cooperville
Van Arsdale, Maude I.	Lowell
Van Buren, Elsie T.	Ypsilanti
Van Bendegon, Cora	Grand Haven
Van Deventer, Ellis G.	Ithaca
Vau Houten, George E.	Grass Lake
Vliet, Clarence	Clarkston
Walton, May	Jackson
Waring, Bernice	Kalamazoo
Watson, May G.	Ypsilanti
Watkins, Stephen I.	Petoskey
Watkins, Cecelia A.	Petoskey
Ward, Frances	Ypsilanti
Waltz, Bessie	Marshall
Walton, Martha	Plainwell
Walton, May Elodia	Jackson
Wall, Ruth Catherine	Cadillac
Waldron, Zoe Ione	Cincinnati, O,
Welsh, Mary H.	Grand Rapids
Wheeler, Effie	Manton
Webb, Mary L.	Ypsilanti
Westland, Nellie M.	Jackson
Weyant, Emma F.	Mt. Pleasant
Wilber, Horace Z.	Ypsilanti
Whitmoyer, Clinton B.	Charlevoix
White, Louise	Kalamazoo
Wise, Estella	Reed City
Willsay, Francis Glennie	Cassopolis
Wilson, L. Mae	Jackson
Wilson, Lois B.	Paw Paw
Wolvin, Bertha	St. Clair
Wood, Harriet J.	Luther
Woodruff, Sara M.	Benton Harbor
Woodhams, Bertha C.	Lapeer
Wood, Grace	Charlotte

Wood, Lena	Ypsilanti
Wood, George L.	Frankfort

POST GRADUATES

Allison, Clara	Ypsilanti
Bamborough, Renna	Alma
Bouldin, Harriet	Saginaw, W. S.
Cramer, William D.	Sparta
Chapman, Ivan E.	Ypsilanti
Cavanaugh, A. W.	London
Clement, Grace E.	Ypsilanti
Clippinger, E. E.	Pipestone
Clinton, S. O.	Greenfield
Covert, Georgia	Ann Arbor
Cross, Genevieve	Ypsilanti
Cook, H. Moreland	Ypsilanti
Cummings, Edna P.	Ypsilanti
Davis, G. Laverne	Clinton
De Voe, Una E.	Ypsilanti
Ewing, J. Andrew	Ypsilanti
Fletcher, Fannie	Ypsilanti
Fisher, Lovisa	Tipton
Gass, Oscar M.	Ypsilanti
Grawn, Mrs. Vera Lucile	Munising
Graves, C. A.	Ypsilanti
Groff, Arthur O.	Grand Rapids
Glover, Elizabeth E.	Saline
Harper, Edith	Ypsilanti
Hathaway, Blanche L.	Jackson
Harris, William	Carlton
Haynor, Pearl	Ypsilanti
Hoyt, Eula M.	Howell
Holbrook, Emma	Ypsilanti
Kittell, Eugene C.	White Pigeon
Klotz, Jay B.	Constantine
Lockhard, Lulu G.	Ithaca
Manley, Maude M.	Saline
Marshall, Berthena M.	Morenci
Miller, George J.	Constantine
Morgan, Katherine	Ypsilanti
Myers, Ruth	Jackson
Nichols, Anna Rogers	Ann Arbor
Paine, Ada M.	Stony Creek.
Parsons, Gertrude M.	Ypsilanti
Riggs, W. D.	Flat Rock
Root, Chas. C.	Breedsville
Strang, Carrie M.	Ypsilanti
Schall, F. E.	Concord
Shepard, Edith E.	Burr Oak

Sweetland, Tracy O.	Kuhn, N. D.
Searle, Daisy R.	Mason
Sherwood, Harriet B.	St. Joseph
Smith, Jay Hale	Milan
Stitt, Albert C.	Ypsilanti
Snowdon, Albert A.	Ypsilanti
Sloan, Nettie D.	Ypsilanti
Snowdon, Alice Eddy	Ypsilanti
Sloan, Lida	Ypsilanti
Thompson, Mary E.	Birmingham
Tuttle, Mary E.	Ypsilanti
Warner, George Gill	Ypsilanti
Ward, Shirley	Ypsilanti
Wheaton, Frank W.	Grass Lake
Weaver, Theodore	Burnside
Wiles, Jas. A.	Sheldon
Wilcox, F. E.	Addison
Wood, Allen F.	Ypsilanti
Woodruff, J. A.	Eaton Rapids
Woodruff, Eleanor	Ypsilanti

DEGREE

Bacon, Lyman W.	Albion
Cramer, William D.	Ypsilanti
Cook, H. Moreland	Ypsilanti
Kyes, David H.	Cass City
Marshall, Berthena	Morenci
Malone, Bertha E.	Lansing
Plannette, Louise	Ypsilanti
Raub, Katherine E.	Albion
Thompson, Mary E.	Birmingham
Wisman, George K.	Clayton
Wood, Allen Fred	Ypsilanti

SPECIAL STUDENTS

Cluff, Arthur C.	Detroit
Da Ratt, Gracia	Ypsilanti
Eldred, Ada M.	Marshall
Elwell, Arthur	Standish
Finton, Carrie	Ypsilanti
Fulford, C. C.	Romulus
Garner, Lota H.	Ann Arbor
Hamilton, Margaret	Fenton
Klaasen, Albert H.	Freeport, Minn.
Laird, Jessie	Ypsilanti
Ormond, J. J.	Milford
Selby, G. W.	Clio
Stellwagen, H. P.	Lapeer

Smith, Laura J.	. .	Ypsilanti
Terpening, Vina	. .	Reading
Van Cleve, Kate	. .	Ypsilanti
Warren, E. J.	. .	New Baltimore

CONSERVATORY STUDENTS

Ashton, Louise	Vocal	Ann Arbor
Angstman, Flora	Piano	Ypsilanti
Ballard, Ethel	Vocal and Piano	Manton
Brabb, Clara	Piano	Ypsilanti
Blaich, Mrs. George	Vocal	Ann Arbor
Bergin, Carrie		
Becker, Imogene	Public School	Ithaca
Benedict, Pearl	Vocal	Ypsilanti
Berdan, Inah	Piano	Ypsilanti
Beardsley, Clara	Singing	Hersey
Bissell, Maude	Vocal	Ann Arbor
Brickley, Minnie	Public School	Ionia
Blodgett, Caroline	Piano	Ludington
Buell, Rex L.	Organ	Ypsilanti
Crandall, Ethel C.	Vocal and Piano	Union City
Chapman, Merna	Vocal	Ypsilanti
Chase, Alma	Music and Drawing	Dexter
Carlton, Mabel	Public School	St. Joseph
Case, Clio	Piano	Jonesville
Clark, Ethel	Vocal	Ypsilanti
Chase, Eva	Singing	Greenville
Clendenning, Robie	Public School	Pontiac
Clement, Mary	Piano	Germaine, Ia.
Childs, Edna	Public School	Ypsilanti
Christian, Mary C.	Music and Drawing	Ypsilanti
Clifford, Mrs. R. A.	Vocal	Ypsilanti
Covert, Georgia	Piano	Ann Arbor
Cowell, Laura	Piano	Ypsilanti
Colvan, Ellen	Piano	Ypsilanti
Cook, Milton P.	Vocal	Ypsilanti
Cluff, A. C.	Vocal	Detroit
Curtis, Florence	Vocal	Ypsilanti
Dawson, Florence	Singing	Caro
Davis, Lucy A.	Piano	Ypsilanti
De Foe, Mabel	Piano	Ypsilanti
Deubel, Dee	Piano	Ypsilanti
Dickinson, Lena B.	Piano	White Pigeon
Doud, Maude	Piano	Ypsilanti
Dudley, Mrs. S. V.	Music and Drawing	Ann Arbor
Elliott, Mary	Piano and Vocal	Cadillac
Ellis, Fred G.	Singing	Ypsilanti
Evans, Laura		

Ellsworth, George H.	Vocal	Ypsilanti
Fletcher, M. Delette		Ypsilanti
Fitch, Edna	Piano	Howell
Foerster, Nellie	Piano	Ypsilanti
Gage, Elinor	Piano	Green Oak
Gray, Mrs. Lewis	Vocal	
Garrison, Edith R.	Vocal	Fremont
Gage, Una	Vocal	Green Oak
George, May O.	Piano	Ypsilanti
Gerhardt, Martie	Music and Drawing	Reed City
Gill, Mrs. Bertha	Public School	Ypsilanti
Gibson, Mamie	Piano	Ypsilanti
Goodwin, Rhea		Colon
Gorton, Frederick R.	Piano	Ypsilanti
Halladay, Marta	Piano	Ypsilanti
Halladay, Nella	Singing	Ypsilanti
Harding, Hazel	Piano	Martin
Haley, Margie,	Piano	Nettle Lake, O.
Hawk, Mrs. J. L.	Singing	Ypsilanti
Harrington, Gertrude	Piano	Ludington
Hess, Blanche	Public School	Lawrence
Heitsch, Gertrude	Music and Drawing	Pontiac
Howland, Kathryn	Piano	Mt. Clemens
Hogue, A. L.	Vocal	Sodus
Howe, Leone	Piano	Ypsilanti
Hobart, Vera	Music and Drawing	Grass Lake
Hoag, Maude L.	Piano	Rice Lake, Wis.
Hunter, Lura		Ypsilanti
Johnson, Vet	Violin	Ypsilanti
Kimball, Dan	Vocal	Ypsilanti
Kilian, Louis	Violin	Ypsilanti
Kimball, Zoe P.	Music and Drawing	Grand Rapids
Langworthy, Mrs. Mary	Music and Drawing	Petoskey
Lawson, Laura	Teachers' Course	Clarksburg, W. Va.
Leonard, Gertrude	Piano	Ypsilanti
Lull, Homer B.		Ypsilanti
Mahana, Martha	Piano	Ypsilanti
Marvin, Mrs. Evelyn	Vocal	Ann Arbor
Max, Cora		
Meier, Elsa	Piano	Whittaker
Morgan, Clara		
Mundwiler, Josie	Piano	Ypsilanti
Mundwiler, Haidie	Singing	Ypsilanti
Mulbach, Mary	Singing	Worden
McArthur, Sadie	Piano	Ypsilanti
McVicar, Mrs. J. H.	Piano	Ypsilanti
McCormick, Electus B.	Music and Drawing and Public School	Gaylord
Newton, Luella	Piano	Ypsilanti

Nims, Claire Louise	Vocal	Lexington
Owen, Clara	Piano	Ypsilanti
Oliff, Edith E.	Piano	Clio
Parker, Jennie B.	Public School	Alden
Paquette, Anna G.	Singing	Cheboygan
Pratt, Ruby	Piano	Ypsilanti
Perry, Ada	Piano	Battle Creek
Pease, Helen	Piano	Ypsilanti
Quigley, Madge	Piano	Ypsilanti
Rice, Adriance	Public School	Moscow
Riblet, Donna	Public School	Newaygo
Rieman, Elizabeth	Public School and Teacher's Course	Hadley
Root, Dot	Piano	Ypsilanti
Robertson, Blanche	Singing	East Jordan
Sprau, Lida	Piano	Miner Lake
Stark, Emily	Piano	Otter Lake
Stark, Eliza	Piano	Otter Lake
Satterlee, Bruce	Violin	Howell
Strang, Claribel	Music and Drawing	Ypsilanti
Strang, Grace	Vocal	Ypsilanti
Seymour, Cora E.	Piano	Coldwater
Spencer, Zoe	Vocal	Linden
Stewart, Edith	Piano	Hayes
Spencer, Harold	Vocal	Ypsilanti
Stellwagen, Isabel	Vocal	Wayne
Schenck, Aura	Singing	Cass City
Seibert, Effie M.	Public School	Ypsilanti
Stellwagen, Louise	Vocal	Wayne
Skelton, Winifred	Music and Drawing	Coldwater
Stewart, Edith	Piano	Hayes
Sisson, Grace	Singing	Imlay City
Sisson, Mrs. Clara	Vocal	Ypsilanti
Shier, Marjorie		Ypsilanti
Skinner, Edna	Vocal	Cooper
Springer, Abbie	Public School	Caro
Smith, Carl	Vocal	Lansing
Smith, Geneva	Piano	Ypsilanti
Smith, Bernice	Piano	Ypsilanti
Taylor, Mella	Singing	Ann Arbor
Trebilcock, Letha	Vocal	Ypsilanti
Trim, Faith	Vocal	Ypsilanti
Thorburn, Rose	Piano	Holt
Thorn, Veva L.	Piano	Ypsilanti
Truesdel, Mrs. George		Canton
Van Gieson, Fannie		Ann Arbor
Van Houten, Nettie B.	Public School	Ypsilanti
Vroman, Pearl	Public School	Vicksburg
Waterman, Leone	Violin	Ypsilanti

Wasson, Margaret	Singing	Plainfield
Wells, Zoe	Piano	Galesburg
Westcott, Myrtle	Piano	South Haven
Wheeler, Effie	Piano	Manton
Witte, Ethel	Public School	Nashville
Wallin, Alice R.	Vocal	Northville
Wiard, Grace	Vocal	Ypsilanti
Wilbur, Mrs. Fred.	Vocal	Ypsilanti
Wiley, M. L.	Vocal	Sault Ste. Marie
Wright, Bessa	Piano and Vocal	Fowlerville
Whiting, Anna	Music and Drawing	Spencerbrook, Minn.
Winton, J. Claire	Organ	Milford
Wortley, Ellen C.	Vocal	Ypsilanti
Wolfe, Ella	Piano	Pioneer, O.
Youells, Avy	Violin	Flushing

CONSERVATORY POST GRADUATES

Bird, Myra L.	Vocal	Gregory
Brown, Howard	Singing	Ypsilanti
Deubel, DeLynn	Public School	Ypsilanti
Egeler, Florence	Organ	Wayne
Fletcher, Mildred	Singing	Ypsilanti
Lawton, Isabel	Singing	Ypsilanti
Lawrence, Mrs. Don	Vocal	Ypsilanti
White, Minor E.	Vocal and Organ	Ypsilanti

UNCLASSIFIED STUDENTS

Anderson, Alberta	. .	Fort Smith, Ark.
Auten, Maidie	. .	Decatur, Ind.
Acker, Eva J.	. .	Decatur, Ind.
Allen, Maude	. .	Howell
Atchison, G. M.	. .	Hillsboro, Ohio
Alvord, Mrs. Walter	. .	Grant
Blackney, Mabel	. .	Clio
Blackburn, Clifford E.	. .	Buckland, Ohio
Barkley, Tessa	. .	Decatur, Ind.
Barnum, Millie	. .	Iron River
Bates, Edna	. .	Waldron
Bechtold, Louise E.	. .	Bellaire
Beanblossom, Ada	. .	Greenville, Ohio
Bishop, Frances G.	. .	Hillsdale
Brown, Edna	. .	Fairbury, Neb.
Burdan, Fred D.	. .	Flat Rock
Bump, Valtina	. .	Hudson
Buck, W. H.	. .	Coleman
Chaffee, Mabel	. .	Paw Paw
Caster, Florence	. .	Howell
Clancy, Ida	, .	Unionville

Caviness, A. L.	Fairbury, Neb.
Crout, Bernice	Brighton
Congleton, Bessie	Decatur, Ind.
Corbin, Julia	Hesperia
Cutler, Emma E.	Bellaire
Culver, Blanche	Fairbury, Neb.
Day, Bessie	Leslie
Dawe, Emogene	Coleman
Denton, Christine	Gregory
Dudd, Ella	Kimball
Durkee, I. M.	Orchard Lake
Fay, Carrie	Spencer, Ia.
Fuller, Nettie	Clio
Fuller, Maude D.	Blue Island, Ill.
Glass, Eunice	Flushing
Gamble, Edward H.	Fayette, Ohio
Grandy, Jennie	Iron River
Gates, Albro G.	Algonac
Graves, Lulu	Fairbury, Neb.
Giddings, Anna	Hastings
Gilbert, Mary A.	Farmington
Hawkins, Ida	Adrian
Henry, Bertha	Waldron
Highland, Anna	Iron River
Hitchcock, Edith	Mt. Clemens
Howard, Charlotte	Jackson
Humphrey, Bertha	Atlantic Mine
Irwin, Edmund E.	Scottville
Jackson, Hattie	Hesperia
King, Grace L.	Flushing
Looney, Katherine	Hancock
Matthews, Minnie B.	Hastings
Malherbe, Margaret	Hancock
Metler, Carrie C.	Flat Rock
Menercy, Agnes	Coleman
Menercy, Lizzie	Coleman
Miller, Lulu	Decatur, Ill.
Moore, Lura	Rattle Run
McCormick, Katherine	Big Rapids
Nelson, Gertrude	Fairbury, Neb.
Noftzger, Nellie	No. Manchester, Ind.
Palmer, Nellie	Wayne
Pierce, Jette	Dillon, Mont.
Pittman, Lela	Geneva
Potts, Mary	Hudson
Reading, C.	Flat Rock
Reynolds, Maude	Arcanum, Ohio
Smalley, Carrie	Detroit
Steele, Dora	Decatur, Ind.

Steger, Lillian	Hudson
Streator, Mabel	Galesburg
Smith, F. Adelle	Pt. Clinton, Ohio
Smith, Gertrude M.	Charlevoix
Spicer, Mabel	Plymouth
Tice, Edith	Yale
Townsend, Kitt M.	Greenville, Ohio
Van Wagner, Flossie	Millington
Ware, Mary	Brown City
Werst, Alice	Wabash, Ind.
Webster, Cora	Thomas
Wright, Mrs. Lettie	Ypsilanti
Wiltse, Eliza	Flint
Wimes, Nellie	Decatur, Ind.
Whitington, Gertrude	Bellevue, Ohio

LIST OF GRADUATES

1900-1901

Diploma Courses, Life Certificate

Adams, Emma	Fowlerville
Albertson, Helen A.	Athens
Agrell, Louise	Ypsilanti
Allen, Lyda J.	Greenville, O.
Axtell, Eudora	Walnut, Ill.
Allen, Winifred Mary	Sault Ste. Marie
Arbour, Belle	Delton
Arnold, Erma Lou	Ovid
Anschutz. Evangeline E.	Tawas
Balyeat, Orley E.	Lake Odessa
Bartlett, Carrie Moran	Harbor Beach
Betzner, Elfreada Marguerite	Detroit
Becker, Maude E.	Dowagiac
Best, Leila Peta	Grand Rapids
Bergin, J. Dollie	Howell
Benson, Rose May	Eaton Rapids
Bidleman, Anna Minerva	Schoolcraft
Bird, Jennie Elizabeth	Jackson
Boden, Jennie M.	Detroit
Brown, Bertha A.	Locke
Brown, Ethel A.	Manistique
Brown, Dora Lillian	Middleville
Boyle, Genevieve	Leslie
Bull, Jennie V.	Petoskey
Butler, Maud A.	Jackson
Carr, Gertrude	Anderson
Chapman, Ivan Edgar	Ypsilanti
Cady, Nellie Gladys	Mt. Clemens
Chamberlain, Sarah J.	Hancock

Campbell, Lavilla H.	East Tawas
Carson, Clara Etta	Owosso
Carroll, Effie	Greenville
Clark, Lylla Louise	Cheboygan
Chapin, Leora Adelia	Victor
Chesnutt, Gracia Lewis	Henrietta
Clement, Grace Louise	Ypsilanti
Clinton, Sylvester O.	Greenfield
Chittenden, Carrie Josephine	Sun Prairie, Wis.
Crook, Ernest E	S. Rockwood
Conrad, Frances Rhoda	Otsego
Cowan, Edith Edna	Grattan
Cole, Elsie L.	Jackson
Cromie, Mary Belle	Ypsilanti
Coffey, Abbie Evelyn	Negaunee
Congdon, Nellie G.	Chelsea
Dann, Albert J.	Big Rapids
Dealey, Etta R.	Chelsea
DeLong, Edith Louise	Dayton, O.
Drennan, Katherine	Wyandotte
Dick, M. Everett	Saugatuck
Dickie, Mary	Iron Mountain
Dolan, Nellie	Williamston
Dumbrille, Harry R.	Burdickville
Dukette, Lulu	Mendon
Evans, Huldah B.	Traverse City
Elms, Mabel Emily	Homer
Empey, Nora E.	Ypsilanti
Eccles, Mary	Harbor Beach
Eggleston, Maud L.	Coldwater
Eglin, Ada Isabelle	Harbor Beach
Elgie, Helen	Ypsilanti
Ellis, Gertrude	Sturgis
Ewing, J. Andrew	Ypsilanti
Edmonds, George Palmer	Wayne
Flanders, Mabel Ellena	Kalamazoo
Fletcher, Fanny S.	Ypsilanti
Fisher, Lillian	Caseville
Fisher, Emma Elvira	Ludington
Foote, Lydia M.	Niles
Follmer, Frances	Schoolcraft
Fullington, Frances E.	Ypsilanti
Graves, Chauncey Arthur	Ypsilanti
Graves, Margaret Turner	Jackson
Gaige, Florence	Jonesville
Gass, Omar Marcus	Ypsilanti
Gannon, George	Cohoctah
Greene, Lorena Vivian	Detroit
Gilmore, Julia Emma	Ridgeway

Gibson, Mamie E.	Ypsilanti
Griswold, Frances M.	Ovid
Griffith, Mae Ella	Litchfield
*Godfrey, Minna M.	Harbor Beach
Goodrich, Emma May	Ann Arbor
Goodrich, Bessie Bacon	Kalamazoo
Goodale, Albert Oscar	Petoskey
Goodfellow, Theodore	Ypsilanti
Hamilton, Elizabeth	Cheboygan
Hawken, Margaret Lillian	Carson City
Harner, Elden C.	Ypsilanti
Hathaway, Leon O.	Ypsilanti
Hale, Wych Hazel	Shelby
Habermann, Anna	Holland
Haddrill, Mattie Leona	Ypsilanti
Hampton, Blanche L.	Ypsilanti
Hayes, E. Lewis	Reed City
Hammond, Grace	Meadville, Pa.
Harwood, Lilian A.	Plainwell
Hall, Juno Aristeen	Bellevue
Harper, Gertrude Ethelyn	Vicksburg
Howard, Alice B.	Plainwell
Howe, Ethel May	Ypsilanti
Howard, B. Adna	E. Jordan
Hopkins, Frances E.	Ludington
Huber, Jessie A.	Charlotte
Hurd, Edith M.	Traverse City
Hunter, Alice Margaret	Adrian
Humphrey, Ethel Claire	Adrian
Hurt, Helen Gertrude	Grand Rapids
Isbell, Walter Newton	Ypsilanti
Janney, Almeda May	Lambertville
Jones, Austin Franklin	Dundee
Jochim, Edith Hilma	Ispheming
Johnson, Grace M.	Kalamazoo
Knapp, Lena L.	Ypsilanti
Knapp, Mary A.	Greenville
Kahler, Anna D.	Plainwell
Kern, Kate L.	Decatur
Kelley, Grace	Cadillac
Kelber, Frederick S.	Ypsilanti
King, Charles H.	Newago
Kittell, Eugene C.	White Pigeon
Lister, Florence Daisy	Trenton
Lownsbury, Nellie	Ypsilanti
Lumley, Lena Maude	Detroit
Luttenton, Harry Milton	Jackson
McCredie, Helen Stevenson	Croswell
McCleish, Jessie Lourene	Goodland

McNeil, Mabel	Grand Blanc
McGillivray, Minnie	Muir
McBride, Marguerite May	Schoolcraft
McDonald, Rose Jane Cameron	Acme
McDonald, Grace A.	St. Johns
MacInnis, Sarah	Ishpeming
MacInnis, Ella	Ishpeming
Mason, Mary L.	Owosso
Maier, Ida C.	Ann Arbor
Mason, Paul P.	Ypsilanti
Meade, Anna	Danville, Ill.
Mead, Blanche M.	Saline
Miller. Agnes Beryl	Detroit
Morse, Kate Mary	Carson City
Moore, Lena May	Ypsilanti
Monk, Lizzie A.	Plainfield
Nevins, Josephine A.	Otsego
Nichols, Allie Marie	Lansing
Olney, Laura R.	Sturgis
Owen, Mary Alma	Bellevue
Oldfield, Rena May	Ypsilanti
Osgood, Mary Josephine	Big Rapids
Orcutt, Anna Belle E.	South Butler
Pratt, Anna I.	Galesburg
Pelton, La Verne A.	Grand Rapids
Pearson, Carolyn Elizabeth	Howell
Perkins, Minnie Frances	Niles
Peckham, Carrie I.	Casnovia
Phelps, Hattie B.	Decatur
Pickett, Grace	Leslie
Porter, Carrie	Howell
Plunkett, Kate E.	Ovid
Rauch, Edith G.	Ovid
Raymond, Lucy Hope	Houghton
Randall, Ethel Bell	Reed City
Raub, Jessie M.	Albion
Reed, Bertha E.	Lapeer
Riggs, Mabel Gertrude	Grand Rapids
Righter, Leonard Ernest	Hartford
Ronan, Marjorie Barry	Ann Arbor
Robson, Helen Kitchel	Lansing
Robertson, Cora	St. Clair
Ross, Robert Charles	Worden
Root, Eileen	Kalamazoo
Roach, Jennie M.	Central Lake
Rodger, Margaretha May	Mancelona
Robe, Mary T.	Kalamazoo
Shaw, Lola M.	Litchfield
Spalding, Adah M.	Portland

Sprang, Loresta	White Pigeon
Scanlon, Jennie Mildred	Sault Ste. Marie
Sleezer, Margaret Myrtle	Evart
Shepard, Edith E.	Burr Oak
Secor, Loa	Bronson
Sheppard, Chester Arthur	Fremont
Stebbins, Leon A.	Lawrence
Searle, Daisy Ruth	Mason
Schneider, Catherine E.	Grand Rapids
Springman, John C.	Stockbridge
Skillen, Elizabeth	Iron Mountain
Skinner, Edna L.	Cooper
Smith, Jay Hale	Milan
Smith, Ella	Ubly
Smith, Lillian Catherine	Marine City
Schoenhals, M. Katherine	Howell
Scoville, Esther	Manistee
Spokes, Agnes Mae	Norvell
Summer, John Elmer	Armada
Sullivan, Catherine	Negaunee
Thayer, Lottie M.	Buchanan
Temple, Helen	Hersey
Tice, Ethel	Cushing
Thomas, Edith	Alden
Thorburn, Rose	Holt
Tucker, Jessie Mary	Albion
Van Riper, Bertha	Cassopolis
Watson, Alice	Sault Ste. Marie
Wallin, Maraquita	Northville
Wackenhut, Lettie	Chelsea
Wallin, Alice Rebecca	Northville
Wheaton, Frank Wilbur	Grass Lake
Webb, Mabel Eleanor	Hancock
Winch, Bertha M.	Dayton, O.
White, Frank M.	Ypsilanti
Wilson, Elmer J.	Union City
White, Jennie Belle	Ypsilanti
Woodbury, Esther M.	Ypsilanti
Wood, Sarah M.	Portland
Yutz, Carrie Louise	Hastings
Zacharias, Stella	Portland
Zeigen, Frederic Hermann	Ypsilanti

FIVE-YEAR CERTIFICATE

Buck, Lucy May	Three Rivers
Carpenter, Nellie King	Owosso
Cosier, Martha S.	Coldwater
Hartwell, Mabel E.	Nashville
Heintz, Violet Augusta	Petoskey

Moffat, Helen Martha	St. Joseph
Mullenhagen, Louise A.	Petoskey
Winnie, Jessie	Grand Ledge
Pakes, Nellie Beatrice	Stanton
Paxton, Clyde S.	Marshall
Sherman, Albert E.	Judd's Corners
Smith, Lawrence J.	Denton
Townley, Rena May	Jackson
Torrey, Reine	Cadillac
Withey, Estelle Vera	Ypsilanti
McWhinney, Percy G.	Fremont

DEGREE B. Pd.

Allison, Clara Janet	Ypsilanti
Bennett, Philip Albert	
Clark, Sereno Burton	Ypsilanti
Daley, Hiram C.	Plainwell
Doane, Harry Clifford	Ann Arbor
Gardner, Harry E.	Carson City
Johnson, Henry Elmer	Coldwater
Krell, Carrie	Holland
Murray, Edwin Spencer	Ypsilanti
McKone, Wm. J.	Albion
Moore, Ira Millard	Ypsilanti
Phillips, Addison Leroy	Montpelier, O.
Rice, Earl Robert	Blissfield

DEGREE M. Pd.

Bemis, Charles L.	Ionia
Burkhead, Samuel G.	Charlotte
Cheever, Walter H., B. Pd.,	Milwaukee, Wis.
Flanegan, Oren S., B. Pd.,	Ann Arbor
McFarlane, Charles T., B. Pd.,	Ypsilanti
Maxwell, Catharine E.	Cadillac
Woodley, Oscar I.	Menominee

Table Showing Attendance by Counties for the Year 1901-1902

Alger		Iron	9
Alcona		Isabella	1
Alpena	2	Isle Royale	
Allegan	12	Jackson	35
Antrim	3	Kalamazoo	19
Arenac	2	Kent	35
Baraga		Kalkaska	1
Barry	11	Keweenaw	
Bay	1	Lake	1
Benzie	3	Lapeer	24
Berrien	16	Leelenau	1
Branch	25	Lenawee	44
Calhoun	38	Livingston	35
Cass	8	Luce	2
Charlevoix	8	Mackinac	
Cheboygan	4	Macomb	20
Chippewa	5	Manistee	6
Clare	1	Manitou	
Clinton	12	Marquette	8
Crawford		Mason	12
Delta	2	Mecosta	11
Dickinson	4	Menominee	
Eaton	22	Midland	5
Emmet	7	Missaukee	1
Genesee	24	Monroe	14
Gladwin		Montcalm	16
Grand Traverse	9	Montmorency	
Gratiot	6	Muskegon	9
Gogebic	2	Newaygo	8
Hillsdale	28	Oakland	62
Houghton	22	Oceana	9
Huron	11	Ogemaw	
Ingham	29	Ontonagon	1
Ionia	27	Osceola	9
Iosco	5		

Oscoda		Shiawassee	28
Otsego	3	St. Clair	32
Ottawa	16	St. Joseph	20
Presque Isle		Tuscola	14
Roscommon		Van Buren	27
Saginaw	11	Washtenaw	257
Sanilac	13	Wayne	68
Schoolcraft	1	Wexford	7

STATES

Arkansas	2	N. Dakota	3
Iowa	2	Ohio	39
Illinois	5	Oregon	1
Indiana	10	Ontario	2
Montana	1	Pennsylvania	1
Missouri	1	W. Virginia	1
Minnesota	3	Wisconsin	2
Nebraska	5		
			78

Statistics 1901-1902

Enrollment for the year in State Normal College, men		226
Enrollment for the year in State Normal College, women		1,062
Total enrollment in residence		288
Number entering this year		550
Number received on diploma		366
Number received on examination		65
Number of students in the Conservatory		152
Number of candidates for the degree of B.Pd. in residence		10
Number of post graduates		61
Number of college graduates		2
Number of preparatory students		32
Number of counties sending students (see table)		74
Number of counties not represented		11
Number who have taught		740
Average time of teaching in months		32.3
Number present summer quarter		477
Number enrolled in the training school		
Kindergarten	59	
First Grade	46	
Second Grade	40	
Third Grade	44	
Fourth Grade	35	
Fifth Grade	42	
Sixth Grade	32	
Seventh Grade	38	
Eighth Grade	21	
Ninth Grade	16	
Total enrollment in the Training School		373
Total attendance in College and Training School		1661

Directory 1902-1903

Blackmer, Anna W., A. B.	307 Adams St.
Barbour, Florus A., A. B.	704 Pearl St.
Bird, Myra L.	19 North Hamilton St.
Boardman, Alice I.	324 Forest Ave.
Blount, Alma, Ph. D.	405 Congress St.
Burton, Fannie Cheever	517 Adams St.
Buell, Bertha, B. L.	520 Hamilton St.
D'Ooge, Benjamin L., A. M., Ph. D.	602 Congress St.
Downing, Estelle	520 Hamilton St.
Foster, Clyde E.	407 Huron St.
Tuttle Alma E.	
Garner, Lota H.	310 S. Huron St.
Goodison, Bertha	321 S. Huron St.
Gorton, Frederic R., M. S., B. Pd.	605 Emmet St.
Goddard, Mary A., B. S.	501 Adams St.
Hoyt, Chas. O., A. B.	318 Congress St.
Jackson, Adella	105 Normal St.
Jefferson, Mark S. W., A. M.	14 Normal St.
King, Julia Anne, A. M., M. Pd.	611 Pearl St.
Laird, S. B., M. S., B. Pd.	318 Forest Ave.
Lathers, J. Stuart, B. L.	324 Forest Ave.
Lodeman, August, A. M.	505 Chicago Ave.
Lyman, Elmer A., A. B.	126 Washington St.
Lynch, Abigail	7 Normal St.
Mann, Mary Ida	
Magers, S. D., M. S.	1 Summit St.
Muir, Helen B.	216 Washington St.
Norton, Ada A., Ph. M.	510 Pearl St.
Olmsted, Anna H.	307 Adams St.
Peet, B. W., M. S.	525 Adams St.
Phelps, Jessie, M. S.	520 Hamilton St.
Pease, Frederic H.	S. Summit St.
Pearce, Abigail, Ph. B., B. Pd.	405 Congress St.
Plunkett, Harriet	
Putnam, Daniel, A. M., LL. D.	314 Forest Ave.
Putnam, Mary B., Ph. B., B. Pd.	314 Forest Ave.

Roberts, Dimon H., A. M.	304 Ellis St.
Ronan, Bertha	601 Ellis St.
Roe, Abbie	417 Ellis St.
Steagall, Mary M.	210 Washington St.
Sherzer, Will H., M. S., Ph. D.	9 Summit St.
Stowe, Hester P.	220 Huron St.
Strong, Edwin A., A. M.	127 Normal St.
Stone, John C., A. M.	501 Adams St.
Shultes, Florence, B. Pd	216 Washington St.
Thompson, Kate R.	
Teetzel, Clayton T., LL. B.	302 Normal St.
Fleischer, Alma	
White, Minor E.	801 Chicago Ave.
Wise, Margaret E.	18 Adams St.

SCHEDULE OF CLASSES, 1902-1903

Any changes in Schedule will be indicated on Blackboard in office

	FIRST HOUR 8:00—9:00	SECOND HOUR 9:00—10:00	THIRD HOUR 10:00—11:00	FOURTH HOUR 11:00—12:00
WINTER QUARTER—JANUARY TO APRIL	Algebra, Higher 2 Calculus Civics, Teachers' Chemistry 2 Drawing, Elem. 1 French 2 German 2 Geometry, Plane 2 Greek 2 Geog'y, T'chers' General Method History, English 2 " Eng. Con'l 1 " Teachers' " of Educa. 1 Latin 14 Latin 17 Literature, Eng. 2 Music, History of Music, Teachers' Prin. of Criticism 2 Physiol. Teachers' Physical Train. 2 (Women) Physics 2 Voice Culture 1 Zoölogy, General 2	Arith. Teachers' Algebra 3 Chem. Laboratory Drawing, Adv. 1 Greek 5 Greek 8 German 8 German 11 Geom'y, Meth. in Gram. T'chers' Geog'y T'chers' Hist. English 1 Hist. Am. Political Latin 8 Mus. Fm. & Com. 2 Prin. of Criticism 2 Polit. Economy Psychology 2 Physiol. Teachers' Physics 3 Physical Train. 2 (Men) Physical Train. 5 (Women) Sight Reading in Music Vocal Music, El. 2	Arith. Teachers' Artistic Singing Bot. Struct'l (10-12) Chem. Com. Life Civics, Teachers' Drawing Elem. 1 German 8 German 5 Geom'y, Plane 2 Geog'y, T'chers' History, T'chers' Hist. Latin Grammar (22) Latin Inscript. (24) Latin 14 Life Sketch. (10-12) Literature, Eng. 1 Prin. of Criticism 1 Psychology 2 Physiol. Teachers' Physics 1 Physical Train. 4 (Men) Physical Train. 8 (Women) Shakespeare Voice Culture 2 Vocal Mus., Ele. 1	Arith. Teachers' Algebra, Higher 2 Counterpoint 2 French 5 French 8 Gram. Teachers' Geog.—Map Study Harmony 2 Hist. Method 2 Hist. Am. Con. 2 History, Roman Latin 5 Latin 11 Liter. Adv. Eng. 1 Nature Study, Primary Physics, Advan'd 2 Physical Train. 2 (Women) Teachers' Course in Cæsar, Cicero and Vergil (21)
SPRING QUARTER—APRIL TO JULY	Algebra, Higher 1 Acoustics Botany, Systemat. B'kb'rd Sktg. Adv. Draw. Adv. Meth. Calculus 2 Chemistry 3 Civics, Teachers' Drawing, Elem. 1 French 3 Gram. Teachers' German 3 General Method Geometry, Plane 1 Geog'y, Teachers' Hist. of Educa. 1 " English 1 " Con. 3 " Teachers' Prin. of Criticism 1 Music, Teachers' Musical Comp. 3 Physiology, Prep. Physical Train. 3 (Women) Phys. Lab. Pract. Zoölogy 3	Arith. Teachers' Chem. Laboratory Drawing, Elem. 2 " Adv. 2 General Method German 9 German 12 Gram. Teachers' Hist. of Mathemat. " General 1 " English 2 Latin 9 Prin. of Criticism 1 Nature Study, Sec. Political Science Psychology 1 Physiol. Teachers' Physics 1 Physical Train. 3 (Men) Physical Train. 6 (Women) Theory of Equat. Vocal Mus. Theory and Adv. Meth. Voice Culture 2 Vocal Mus. El. of, 1	Artists' class in Singing Algebra 3 Botany, Crypt'mic Civics, Teachers' Drawing, Elem. 2 General Method German 9 German 6 Geometry, Solid Geog'y, Teachers' Harmony 3 " 2 Hist. Teachers' Life Sketching Latin 18 Latin 6 Masterpieces Prin. of Criticism 2 Physiol. Teachers' Physics 2 Physical Train. 4 (Men) Physical Train. 9 (Women) School Supervis.	Arith. Teachers' Counterpoint 3 French 6 General Method Geometry, Solid Greek 6 Geog'y, Physical Hist. Continental 1 Latin 19 Liter. Adv. Eng. 2 Life Sketching Mod. Lan. T'chers' Course Physics 3 " Adv. 3 Physiol. Teachers' Physical Train. 3 (Women) Voice Culture 1 Vocal Music. Elements of, 2

SCHEDULE OF CLASSES, 1902-1903

	SIXTH HOUR 1:00—2:00	SEVENTH HOUR 2:00—3:00	EIGHTH HOUR 3:00—4:00	NINTH HOUR 4:00—5:00
WINTER QUARTER—JANUARY TO APRIL	Algebra 2 Botany, Struc'l(1-3) Chemistry 5 and Chemical Lab. Elocution and Oratory 2 Geography. Physical Kindergarten Instruction 2	Arithmetic, Prep. Chemistry 2 Elocution, and Oratory 1 Grammar, Prep. German 1 Hist. of Educa. 2 Kindergarten Instruction 1 Latin 2 Lab. Phy'cs, 1, 2, 3 Literature, Eng. 2 Middle English Mineralogy Physical Laboratory Practice Physical Train. 2 (Men) Physical Train. 5 (Women) Trigonometry Draw. El. 2	Grammar T'chers' History, Roman History, English 2 Harmony 1 Lab. Phy'cs, 1, 2, 3 Reading, Adv.	Athletics (Men) History, Institutes Physical Train. 1 (Women) Reading and Orthoepy Rhetoric
SPRING QUARTER—APRIL TO JULY	Botany, System'ic Bl'kb'rd Sketching Chemistry 5 Elocu. & Oratory 1 Geog'y. Prep. Kinderg'n Instr. 3 Latin 12 Surveying	Algebra 1 Astronomy Chemistry 6 and 3 Elocu. & Ora. Adv. General Method German 2 Gram. Teachers' Hist. of Educa. 2 " Am. Polit. Kinderg'n Ins. 2 Liter. Eng. 2 Latin 3 Latin 15 Music, Teachers' Nature Study, Primary Physical Train. 3 (Men) Physical Train. 6 (Women) Physiography 2 Trigonometry	Athletics (Men) Astronomy. Adv. Botany, Structur'l Chemistry 5 and 6 Greek 3 Grammar Prep. Hist. Conti'l 1 " English 1 Latin 2 Physical Train. 3 (Women) Reading, Adv.	Athletics (Men) Elocu. and Ora. 2 History, Instit. 2 Physical Train. 2 (Women)

SCHEDULE OF CLASSES, 1902-1903

	FIRST HOUR 8:00—9:00	SECOND HOUR 9:00—10:00	THIRD HOUR 10:00—11:00	FOURTH HOUR 11:00—12:00
SUMMER SCHOOL—6 WEEKS	TWO HOURS PER DAY			
	Blackbo'd Sketch. Drawing, El. 2 General Method Grammar, Prep. Latin, Beginners' Physiology, Tchrs. Phys. Lab. Practice Principles of Crit. 1	Chem., El. Inorg. Civics, Teachers. Drawing, El. 2 Grammar, T'chrs' History, General Music, Method of Teaching in Grades Physics 1 Phys. Lab. Practice Psychology 1 Rhetoric	Drawing, El. 1 Drawing, Advan. Geog., T'chrs. Grammar, T'chrs' Greek, Beginners' History of Educa. Physics 3	Arithmetic, T'chrs' Drawing, El. 1 Drawing, Advanc. Latin, Beginners' Music, Method of Teaching in Grades Physics 3
	ONE HOUR PER DAY			
	Chemistry of Common Life German, Begin. Historical Meth. 1 Music, Ele. of 1 Plant Physiology Political Science Phys. Train. 1 (w) Shakespeare	English Fiction German Advanced Geom. Teachers' Latin Writing Music, Theory and Adv. Method Phys. Train. 1 (m) Plant Physiology School Supervis.	German Adv. Kindergart. Music Phys. Train. 4 (w) Qual. Chem. Anal. Voice Culture 1 Zoölogy, Elem.	Frog Course French Advanced Harmony 1 Hist. Am. Polit. Nineteenth Cent. History Pub. School Gym. Trigonometry
FALL QUARTER—OCTOBER TO JANUARY	Algebra, Higher 1 Arith. Teachers' Blackb'rd Sketch. Civics, Teachers' Chemistry 1 Drawing, El. 2 French 1 Greek 1 Geometry, Analyt. Geog'y, Teachers' Geometry, Plane 1 German 1 History, Teachers' History, English 1 Hist. of Educa. 1. *Kinderg'n Music Latin 13 Latin 16 Music, Teachers' Music, History of Principles of Crit. 1 Phys. Train. 1 (w) Psychology 1 Physics 1 Vocal Music, elements of 2 Zoölogy, General 1	Algebra, Higher 2 Arith. Teachers' Botany, Cryptogamic Chemical Lab. Drawing, El. 1 Geog. Teachers' German 7 Greek 4 Greek 10 German 10 Geometry, Plane 1 History and Gov. Colonial Literature, Eng. 2 Latin 7 History, Am. Polit. History, Eng. 1 Musical Form and Composition 1 Psychology 1 Psychology 2 Physiol., Te'chers' Principles of Crit. 1 Physics 2 Physics Advan'd 1 Phys. Train. 1 (m) Phys. Train. 4 (w) Voice Culture 1 Vocal Music, Elements of 1	Algebra 2 Algebra, Method in Artistic Singing, (twice a week) Civics, Teachers' Botany, Structural (10-12) Chemistry 4 Drawing, El. 1 Grammar, T'chrs' Geometry, Solid German 4 German 7 History, Teachers' Harmony 2 Latin 23 Latin 13 Latin 20 Nature Study, Secondary Phys. Train. 7 (w) Phys. Train. 4 (m) Physiol. Teachers' Physics 3 Psychology 1 Voice Culture 2	Arith., Teachers' Algebra, Higher 1 Counterpoint 1 Drawing, El. 1 Drawing, Adv. French 7 French 4 General Method Gram., Teachers' Harmony 1 Historical Meth. 1 History Contin'l' 1 History, American Constitutional 1 Laboratory Econ. Latin 10 Latin 4 Psychology 1 Phys. Lab. Prac. Physiol., T'chers' Phys. Train. 1 (w)

*Offered Fall Quarter only

SCHEDULE OF CLASSES, 1902-1903

	SIXTH HOUR 1:00—2:00	SEVENTH HOUR 2:00—3:00	EIGHTH HOUR 3:00—4:00	NINTH HOUR 4:00—5:00
SUMMER SCHOOL—6 WEEKS	TWO HOURS PER DAY			
	Blackb'rd Sketch. Chemistry, Elem. Inorganic Physics 1	Civics, Teachers' Geog. Teachers' Gram., Teachers' Grammar, Prep. Greek, Beginners' History, General Psychology 1 Principles of Crit. 1	Field Geography General Method Gram., Teachers' Physiolo., T'chrs' Rhetoric	Arith. Teachers' Field Geography History of Educa.
	ONE HOUR PER DAY			
		Algebra, Elem.	Arith. Prep. Child Study Geometry, Solid Nature Study, Pri. Teachers' Course in Cæsar, Cicero and Vergil	Algebra, Higher Minerals & Rocks
FALL QUARTER—OCTOBER TO JANUARY	Arithmetic, Prep. Botany, structural (1-3) Chemistry 4 Elocution and Oratory 2 Greek 7 Geog. Preparatory Kindergarten Instruction 3	Anglo-Saxon Astronomy Algebra 1 Chemistry 1 Kindergarten Instruction 1 Elocution and Oratory 1 Geog., Teachers' Hist. of Educa. 2 Hist. Am. Polit. Hist. English 1 Lab. Phys., 1, 2, 3 Latin 1 Music, Teachers' Nature Study, Pri. Phys. Train 4 (w) Phys. Train. 1 (m) Rhetoric Trigonometry	Arith., Teachers' Chemical Lab. Grammar, Prep. History, Greek History, English 1 Lab. Phys. 1, 2, 3 Lit., English 1 Outdoor Ath. (m) Reading, Adv. Physiology, Prep. Phys. Train. 1 (w)	Geology, Glacial Outdoor Ath. (m) Phys. Train. 3 (w) Reading and Orthoepy

Index

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THE MICHIGAN STATE NORMAL COLLEGE

YEAR BOOK

1902-1903

YEAR BOOK

OF THE

Michigan State Normal College

FOR

1902-1903

INCLUDING

ANNOUNCEMENTS FOR 1903-1904

AND

REGISTER OF STUDENTS

1903

Michigan State Normal College

L. H. JONES, A.M., PRESIDENT

Regular meeting of the Board, fourth Friday of each month

SCHOOL CALENDAR FOR 1903-4

Holidays are printed in full-faced type

	June, 1903						November						April					
Sun.		**7**	**14**	**21**	**28**		**1**	**8**	**15**	**22**	**29**			**3**	**10**	**17**	**24**	
Mon.	1	8	15	22	**29**		2	9	16	23	30			**4**	11	18	25	
Tues.	2	9	16	23	**30**		3	10	17	24				5	12	19	26	
Wed.	3	10	17	24			4	11	18	25				6	13	20	27	
Thur.	4	11	18	**25**			5	12	19	**26**				7	14	21	28	
Fri.	5	12	19	**26**			6	13	20	**27**			**1**	8	15	22	29	
Sat.	**6**	**13**	**20**	**27**			**7**	**14**	**21**	**28**			**2**	**9**	**16**	**23**	**30**	

	July						December						May					
Sun.		**5**	**12**	**19**	**26**			**6**	**13**	**20**	**27**		**1**	**8**	**15**	**22**	**29**	
Mon.		6	13	20	27			7	14	**21**	**28**		2	9	16	23	**30**	
Tues.		7	14	21	28		1	8	15	**22**	**29**		3	10	17	24	31	
Wed.	**1**	8	15	22	29		2	9	16	**23**	**30**		4	11	18	25		
Thur.	**2**	9	16	23	30		3	10	17	**24**	**31**		5	12	19	26		
Fri.	**3**	10	17	24	31		4	11	18	**25**			6	13	20	27		
Sat.	**4**	**11**	**18**	**25**			**5**	**12**	**19**	**26**			**7**	**14**	**21**	**28**		

	August						January, 1904						June					
Sun.		**2**	**9**	**16**	**23**	**30**		**3**	**10**	**17**	**24**	**31**		**5**	**12**	**19**	**26**	
Mon.		3	10	**17**	**24**	**31**		**4**	11	18	25			6	13	20	**27**	
Tues.		4	11	**18**	**25**			5	12	19	26			7	14	21	**28**	
Wed.		5	12	**19**	**26**			6	13	20	27		1	8	15	22	**29**	
Thur.		6	13	**20**	**27**			7	14	21	28		2	9	16	**23**	**30**	
Fri.		7	14	**21**	**28**		**1**	8	15	22	29		3	10	17	**24**		
Sat.	**1**	**8**	**15**	**22**	**29**		**2**	**9**	**16**	**23**	**30**		**4**	**11**	**18**	**25**		

	September						February						July					
Sun.		**6**	**13**	**20**	**27**			**7**	**14**	**21**	**28**			**3**	**10**	**17**	**24**	**31**
Mon.		**7**	**14**	**21**	28		1	8	15	**22**	29			**4**	11	18	25	
Tues.	**1**	**8**	**15**	**22**	29		2	9	16	23				5	12	19	26	
Wed.	**2**	**9**	**16**	23	30		3	10	17	24				6	13	20	27	
Thur.	**3**	**10**	**17**	24			4	11	18	25				7	14	21	28	
Fri.	**4**	**11**	**18**	25			5	12	19	26			**1**	8	15	22	29	
Sat.	**5**	**12**	**19**	26			**6**	**13**	**20**	**27**			**2**	**9**	**16**	**23**	**30**	

	October						March						August					
Sun.		**4**	**11**	**18**	**25**			**6**	**13**	**20**	**27**			**7**	**14**	**21**	**28**	
Mon.		5	12	19	26			7	14	21	**28**		1	8	**15**	**22**	**29**	
Tues.		6	13	20	27		1	8	15	22	**29**		2	9	**16**	**23**	**30**	
Wed.		7	14	21	28		2	9	16	23	**30**		3	10	**17**	**24**	**31**	
Thur.	1	8	15	22	29		3	10	17	24	**31**		4	11	**18**	**25**		
Fri.	2	9	16	23	30		4	11	18	25			5	12	**19**	**26**		
Sat.	**3**	**10**	**17**	**24**	**31**		**5**	**12**	**19**	**26**			**6**	**13**	**20**	**27**		

CALENDAR FOR 1903-4

1903

Sunday, June 21	Baccalaureate Address
Monday, June 22, P. M.	Junior Class-Day
Tuesday, June 23, A. M	Conservatory Commencement
Tuesday, June 23, P. M.	Senior Class-day, Alumni Reunion, President's Reception
Wednesday, June 24	Commencement
Monday, July 6	Classification of Students
Tuesday, July 7	Summer Term Begins
Friday, August 14	Summer Term Closes
Wednesday, September 23 Thursday, September 24	Entrance Examinations
Friday, September 25 Saturday, September 26	Classification of Students
Tuesday, September 29	Fall Quarter Begins
Thursday, November 26 to Saturday, November 28	Thanksgiving Recess
Friday, December 18	Fall Quarter Closes

1904

Tuesday, January 5	Winter Quarter Begins Entrance Examinations
Monday, February 22	Washington's Birthday
Friday, March 25	Winter Quarter Closes
Tuesday, April 5	Spring Quarter Begins
Monday, May 30	Memorial Day
Wednesday, June 22	Commencement
Tuesday, July 5	Classification of Students
Wednesday, July 6	Summer Term Begins
Friday, August 12	Summer Term Closes

Faculty

OF THE

MICHIGAN STATE NORMAL COLLEGE

1903-4

L. H. JONES, A.M., President, 730 Forest Ave., Ypsilanti

HEADS OF DEPARTMENTS

Frederic H. Pease, ... 35 Summit St.
Director of Conservatory of Music.

Daniel Putnam, A.M., LL.D., . . . 314 Forest Ave.
Professor of the Science and Art of Teaching.

*August Lodeman, A. M., ... 505 Chicago Ave.
Professor of French and German

Julia Anne King, A.M., M.Pd., . . . 611 Pearl St.
Professor of History and Civics.

Edwin A. Strong, A.M., ... 127 Normal St.
Professor of Physical Sciences.

Florus A. Barbour, A.M., ... 704 Pearl St.
Professor of English.

Benjamin L. D'Ooge, A.M., Ph.D., . . 602 Congress St.
Professor of Latin and Greek.

Will H. Sherzer, M.S., Ph.D., . . . 9 Summit St.
Professor of Natural Sciences.

Elmer A. Lyman, A.B., . . . 126 N. Washington St.
Professor of Mathematics.

Charles O. Hoyt, A.B., ... 318 Congress St.
Professor of the Science and History of Education.

Samuel B. Laird, M.S., B.Pd., . . . 318 Forest Ave.
Professor of Psychology.

Dimon H. Roberts, A.M., ... 615 Congress St.
Superintendent of Training School.

Mark S. W. Jefferson, A.M., ... 14 Normal St.
Professor of Geography.

Richard Clyde Ford, Ph.D.,
Professor of French and German.

J. Stuart Lathers, B.L., ... 324 Forest Ave.
Professor of Reading and Oratory.

Wilbur P. Bowen, M. S., B. Pd.,
Professor of Physical Education.

*Deceased

ASSOCIATE PROFESSORS, INSTRUCTORS, AND ASSISTANTS.

Abbie Pearce, Ph.B., B.Pd., . . . 410 Emmet St.
Instructor in English.

Helen B. Muir, ... 324 Forest Ave.
Instructor in Latin and Greek.

Ada A. Norton, Ph.M.,. . . . . 510 Pearl St.
Instructor in Mathematics.

Florence Shultes, B.Pd., ... 510 Emmet St.
Instructor in History.

Mary B. Putnam, Ph.B., B.Pd., . . 314 Forest Ave.
Instructor in Civics.

*Frederic R. Gorton, M.S., B.Pd., . . 605 Emmet St.
Instructor in Physical Sciences.

Mrs. Fannie Cheever Burton, . . 517 N. Adams St.
Director of Women's Gymnasium.

Clyde E. Foster, ... 407 Huron St.
Instructor in Music.

Estelle Downing, ... 520 Hamilton St.
Assistant in English.

Kate R. Thompson, ... 19 Hamilton St.
Instructor in Mathematics.

Jessie Phelps, M.S., . . . 520 Hamilton St.
Instructor in Natural Sciences.

Myra L. Bird, ... 19 N. Hamilton St.
Assistant in Music.

Bertha G. Buell, B.L., . . . 520 Hamilton St.
Assistant in History.

B. W. Peet, M.S., ... 510 Emmet St.
Instructor in Chemistry.

Minor E. White, ... 727 Chicago Ave.
Assistant in Music

Mary A. Goddard, B.S., . . . 516 Adams St.
Instructor in Natural Sciences.

Clayton T. Teetzel, L.L.B., . . . 225 Normal St.
Director of Men's Gymnasium

John C. Stone, A.M.,. . . . . 501 Adams St.
Associate Professor in Mathematics.

Bertha Goodison, ... 310 S. Huron St.
Instructor in Drawing.

Alma Blount, Ph.D., . . . 405 Congress St.
Instructor in English.

S. D. Magers, M.S., ... 201 Summit St.
Instructor in Natural Sciences.

*Absent on leave.

Anna H. Olmsted, ... 220 Huron St.
Instructor in Drawing.

Lota H. Garner, ... 21 S. Prospect St.
Assistant in Drawing.

George V. Edwards, Ph.D., ... 121 Normal St.
Instructor in Latin and German.

Ida Fleischer, Ph.D., ... 306 Brower St.
Instructor in French and German.

Mary Joy Lombard, B.L., ... 130 College Place
Instructor in French and German.

Inez M. Clark, ... 420 Ballard St.
Assistant in Gymnasium.

Alta Bradley, ... 705 Cross St.
Assistant in Gymnasium.

Adoniram J. Ladd, A.M.,
Acting Professor of History of Education

FACULTY OF THE TRAINING SCHOOL

DIMON H. ROBERTS, A.M., Superintendent.

Harriet M. Plunkett, ... 614 Cross St.
Critic Teacher, Fourth Grade.

Margaret E. Wise, ... 18 Adams St.
Critic Teacher, First Grade.

Hester P. Stowe, ... 220 Huron St.
Kindergartner.

Adella Jackson, ... 105 Normal St.
Critic Teacher, Second Grade.

Abbie Roe, ... 601 Ellis St.
Critic Teacher, Sixth Grade.

Clyde E. Foster, ... 407 Huron St.
Supervisor of Music.

Abigail Lynch, ... 7 Normal St.
Critic Teacher, Third Grade.

Mary M. Steagall, ... 117 Huron St.
Critic Teacher, Fifth Grade.

Alice I. Boardman, ... 324 Forest Ave.
Supervisor of Manual Training.

Bertha Goodison, ... 321 S. Huron.
Supervisor of Drawing.

Mattie Alexander Martin, A.B., . . . 220 Huron St.
Critic Teacher, Seventh Grade.

Alma E. Tuttle, A.B., ... 220 Huron St.
Critic Teacher, Eighth and Ninth Grades.

Inez M. Clark, ... 420 Ballard St.
Supervisor of Physical Training.

ADMINISTRATIVE ORGANIZATION OF THE STATE NORMAL COLLEGE

L. H. JONES, A.M., President.

THE COUNCIL

Frederic H. Pease.
Daniel Putnam, A.M., LL.D.
Julia Anne King, A.M., M.Pd.
Edwin A. Strong, A.M.
Florus A. Barbour, A.M.
Benjamin L. D'Ooge, A.M., Ph.D.
Will H. Sherzer, M.S., Ph.D.
Elmer A. Lyman, A.B.
Mark S. W. Jefferson, A.M.
Charles O. Hoyt, A.B.
Samuel B. Laird, M.S., B.Pd.
Dimon H. Roberts, A.M.
Fannie Cheever Burton.
J. Stuart Lathers, B L.
Wilbur P. Bowen, M.S., M.Pd.

STANDING COMMITTEES

Lectures and Entertainments—Lyman, Jefferson, Pease, Lathers.
Library—Strong, Putnam, King.
Advanced Standing—Laird, Sherzer, D'Ooge.
Athletics—Barbour, Roberts, Sherzer, Peet.
Year Book—D'Ooge, Hoyt, Ford.
Student Affairs—Hoyt, King, Burton, Bowen.
Teachers' Bureau—Roberts, Laird, Strong.
Extra Studies—Jefferson, Hoyt, Ford.

LIBRARY

Genevieve M. Walton, Librarian	403 Huron St.
Francis L. D. Goodrich, Assistant	904 S. State St., Ann Arbor.
Alice Barnes, Assistant	220 Huron St.
William O. Troub, Assistant	11 Hamilton St.

OFFICE

Frances L. Stewart, Clerk	314 Cross St.
Agnes Morse, Stenographer	225 N. Prospect St.
Harriett M. R. Sullivan, Stenographer	317 Hamilton St.

SUPERINTENDENT OF BUILDINGS AND GROUNDS

John W. Stevens	107 Normal St.

The Michigan State Normal College

LOCATION

The Normal College is located at Ypsilanti, Washtenaw County. Ypsilanti is on the main line of the Michigan Central Railroad, over which it is readily accessible from all points on the various divisions of the Michigan Central system. The Ypsilanti branch of the Lake Shore & Michigan Southern gives a means of approach from the south and west. The D., Y , A. A. & J. electric line passes through the College campus, giving communication every half hour with Detroit, Ann Arbor, Jackson and intermediate points. The same electric line makes connection with the Ann Arbor Railroad at Ann Arbor, and with the Pere Marquette System at Wayne, and at Detroit and Jackson with the various roads entering those cities.

PURPOSE

"The purpose of the Normal School shall be the instruction of persons in the art of teaching, and in all the various branches pertaining to the public schools of the State of Michigan." This statement, taken from the Act of 1889 revising and compiling the school laws, clearly indicates the guiding principle in all that relates to the College. It is with this purpose in view that selection of teachers is made, that courses of study are arranged, libraries and laboratories equipped, and a Training School of nine grades and kindergarten is conducted. The law quoted above also provides that, before being admitted, all applicants shall sign a declaration of intention to teach in the schools of the state. The institution stands for three essentials in the preparation of the teacher: (1) a high grade of scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision and criticism.

HISTORY

The Ypsilanti Normal School was the sixth state normal school in the United States, and the first west of the Alleghany Mountains. The law establishing it was enacted in 1849, and its first class was graduated in 1854. The average enrollment down to 1860 was 297; from 1860 to 1870, 347; from 1870 to 1880, 346; from 1880 to 1890, 537; and from 1890 to 1900, 975. The enrollment for the present year up to May 23, is 1486. Besides this rapid increase in numbers, there has been, during the last few years, a considerable increase in the number of students remaining through the year. Another notable gain has been in the better preparation of the students. Since 1890 the number of preparatory students has steadily fallen, while the number of graduates of approved high schools has steadily risen. There has been more than a proportionate growth in the number of teachers, the original number of five having increased to twelve in 1880, and the Faculty now including a total of 53. The school for a number of years has been doing work of collegiate grade, and the Legislature of 1897, in recognition of this fact, authorized the State Board of Education to designate the school, in the courses leading to life certificates and degrees, by the name of Michigan State Normal College.

GROUNDS

The original site chosen for the School contained a little less than six acres, situated on high ground overlooking the city, which lies in the Huron valley. This was increased by something over an acre in 1893, when a piece of ground lying to the south was purchased for the location of the Gymnasium. In 1895 the city of Ypsilanti purchased and presented to the College about three acres adjoining the original site on the west, and in 1902 about five acres adjoining on the north, making a total of fifteen acres, upon which are located the College buildings, the heating plant, and the athletic field.

BUILDINGS

The original building, erected in 1852, was destroyed by fire in 1859 and immediately rebuilt. This second building now stands as the central part of the main building. The front part was added in 1878, the west addition in 1882, the north and south wings in 1888, giving the building as now used the form of a cross, with a length

of about 300 feet in each direction. The main building contains over sixty rooms, including class rooms and laboratories for nine departments, the assembly hall, the library, the offices of the President, the State Board of Education, the Clerk, and rooms for the Literary Societies.

The Conservatory building, originally intended for the use of the State Agricultural Society, contains six rooms, which are used exclusively by the Music Department.

The Gymnasium, erected in 1893, contains six rooms and is fully occupied by the department of Physical Training.

The Training School, the central portion of which was built in 1896, and which is now completed, is a modern structure planned to accommodate eight grades and a kindergarten, and contains offices, recitation rooms, and an assembly room, in addition to the grade rooms.

Starkweather Hall, the gift of Mrs. Mary Starkweather, is a substantial and beautiful stone building, and is used by the Christian Association.

A new science building has recently been erected at a cost of $45,000.

EQUIPMENT

The library contains over 25,000 volumes, admirably selected and easily accessible. There are well equipped laboratories for the various lines of science work, the outfit including, in all cases, such apparatus as it is possible to obtain and use in high schools, as well as the more extensive and costly equipment suitable for a college. In the Department of Music there are provided a fine pipe organ and twelve or more pianos. The Physical Training Department has two fully equipped gymnasiums, affording opportunity for 500 students daily. The College is well supplied with examples of the best art, including a large number of casts of the best classic statuary, and a still larger number of photographic reproductions of the work of the world's best painters, which have been placed in the library, halls, and various class-rooms.

More complete information as to details of the equipment of the College is given below.

SCHOLARSHIPS

The State Legislature in 1899 passed an act providing "that five or more persons of full age, residing in the State of Michigan may associate and incorporate themselves together for the purpose of establishing loan funds for the benefit of schools, scholars, and students of this state, to assist them to attend the State Normal College at Ypsilanti, the Central Michigan Normal School at Mt. Pleasant," and other State Institutions.

A corporation organized in accordance with the provisions of this Act "shall be under the general management of not less than five nor more than fifteen trustees," and "shall in law and equity be capable of taking and receiving real and personal estate, not exceeding twenty-five thousand dollars in the aggregate, for the purpose of its incorporation."

Public Acts of 1899. Act No. 250, pages 389-391.

The Library

The library numbers over 25,000 volumes. The accessions are very evenly distributed among the departments, with a fair proportion for general reference books and for literature in a broader sense than the demands of class work would require. The increased use of the library is shown from the fact that with enlarged space it is relatively fuller than before. The reading room is frequently taxed beyond its seating capacity many hours in the day, and there are usually from ten to twenty student assistants, off duty, working at the tables in the stack rooms.

The reading room has comfortable seating capacity for 130, but is often overcrowded. Two thousand five hundred volumes are free of access, and also the current numbers of periodicals and newspapers. These books comprise (1) general dictionaries, cyclopedias, commentaries, atlases, miscellaneous books of quotations, and literary helps and compendia, year books, almanacs, etc., etc. (2) All the bound files of general magazines, with Poole's index and the Cleveland cumulative index. This convenient placing of the periodicals has fully doubled their usefulness, and the long shelves on which the indexes are kept are constantly crowded. (3) Public documents, including the Congressional Record and others most used by the classes in Political Science and by the Debating Clubs.

The stack rooms are well arranged, both for convenience and lighting. The iron stacks of the Library Bureau are used. The Dewey classification is followed. The period during which the library is opened is lengthened to ten and a quarter hours (7:15 A. M. to 5:30 P. M.) on school days, and to four hours (8 A. M. to 12 M.) on Saturdays.

Access to the shelves is restricted to students who assist for an hour a day in the library. Students desiring this work apply to the librarian; a regular hour is assigned for the term, and promptness and regularity are demanded. No credits are given for this work; but the free access to the shelves at all times during the day, the knowledge acquired of books and of library work, and certain other privileges, are considered a good equivalent. There are fifty student

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assistants, most of whom work twenty-four weeks, two terms; many work longer. The assistants meet the librarians for a short course of instruction before beginning the work. Besides the service at the delivery desk, special work is assigned to each assistant.

The department libraries of from 100 to 300 volumes each, have increased. These constitute an effective addition to the equipment of the class room for ready and special reference. Several of the departments have special card catalogues of subjects relating to their particular work. These give more complete and detailed reference than would be possible in a general catalogue of the library, and greatly facilitate the research work of the students.

The connection between the library and the Training School is very close. Each grade room has an increasing number of books most needed, regularly transferred, and every hour many volumes go from the library for supplementary reading and illustrative helps in teaching.

In the reading room are the following periodicals:

American Chemical Journal.
American Education.
American Historical Review.
American Journal of Archæology.
American Journal of Philology.
American Journal of Physiology.
American Journal of Psychology.
American Journal of Sociology.
American Naturalist.
American Ornithology.
Animal Defender.
Annalen der Physik.
Art Journal (London).
Astro-Physical Journal.
Athenæum.
Atlantic Monthly.
Bibliographer.
Biological Bulletin.
Bird-lore.
Blackwood.
Bookman.
Botanical Gazette.
Bulletin of Amer. Geog. Society.
Bulletin of Amer. Math. Society.
Bulletin of Bibliography.
Bulletin of Department of Labor.
Bulletin of Geological Society of America.
Catholic World.
Century Magazine.
Chautauquan.
Child Garden.
Classical Review.
Commons.
Contemporary Review.
Cosmopolitan.
Critic.
Cumulative Book Index.
Cumulative Index to Periodicals.
Current Literature.
Detroit Free Press.
Edinburgh Review.

Education.
Educational Review.
Electrical World.
Elementary School Teacher and the Course of Study.
Fortnightly Review.
Forum.
Geographical Journal.
Geographical Teacher.
Harper's Monthly.
Harper's Weekly.
Intelligence.
International Journal of Ethics.
International Quarterly.
Johns Hopkins University Circulars.
Journal of Applied Microscopy and Laboratory Methods.
Journal of Childhood and Adolescence.
Journal of Education. New England.
Journal of Geography.
Journal of Geology.
Journal of Pedagogy.
Kindergarten Magazine.
Kindergarten Review.
Knowledge.
Library Journal.
Literary News.
Living Age.
McClure's.
Manual Training Magazine.
Michigan Christian Advocate.
Michigan Political Science Association Reports.
Mind and Body.
Moderator Topics.
Modern Language Notes.
Monist.
Municipal Affairs.
Muse.
Nation.
National Geographical Magazine.
Nature.
Neueren Sprachen.
New Education.
New York Teachers' Monographs.
Nineteenth Century.
Normal College News.
North American Review.
Notes and Queries.
Oaks.
Outing.
Outlook.
Pädagogische Zeitung.
Pedagogical Seminary.
Petermann's Mitteilungen.
Philosophical Review.
Phonographic Magazine.
Popular Astronomy.
Popular Science Monthly.
Posse Gymnasium Journal.
Primary Education.
Psychological Review.
Public Libraries.
Publishers' Weekly.
Recreation.
Review of Reviews.
Revue des deux Mondes.
Revue Internationale de l' Enseignement.
Revue Pédagogique.
St. Nicholas.
School and Home Education.
School Review.
School Science.
Science.

Scientific American.
Scientific American Supplement.
Scottish Geographical Magazine.
Scribner's Magazine.
Teachers' College Record.
Ypsilanti Sentinel-Commercial.
Zeitschrift für physikalischen u. chemischen Unterricht.
Zeitschrift für Reform d. höhern Schulen.

Besides those enumerated above, which are for general use, the following periodicals are taken regularly for the Training School and for departments:

TRAINING SCHOOL

Child Garden,	Grades 1 and 2
Kindergarten Review,	Grade 1
Plan Book,	Grade 1
Kindergarten Magazine,	Grade 2
Little Folks,	Grade 3
St. Nicholas,	Grade 4
Popular Educator,	Grade 7
Youth's Companion,	Grades 5 and 7

DEPARTMENTS

Brush and Pencil.
Deutsche Rundschau.
Euphorion.
Gartenlaube.
House Beautiful.
International Studio.
Monthly Summary of Commerce and Finance.
Monthly Weather Review.

The library has been designated a "Remainder Depository" for United States public documents, which facilitates the procuring from the general government of documents and reports that are of the greatest value.

Equipment for Science

BIOLOGICAL LABORATORY

The new science building, which will be ready for occupation at the opening of the college year, will greatly increase the facilities for biological study. Two large well-lighted laboratories will be devoted to zoölogy and botany, while two smaller rooms will be reserved for advanced work in these subjects. The laboratories and lecture rooms will contain fairly complete collections for illustrative purposes and for systematic study, supplemented with charts and models. The department possesses a full equipment of compound and dissecting microscopes, microtomes, tanks and aquaria, and the apparatus and instruments required for modern biological work. The herbarium contains some three thousand five hundred mounted plants from various sections of the United States and Canada. A large greenhouse, an artificial pond and a series of botanical gardens supply much material for study and class-room illustration. A vivarium will adjoin the Nature Study lecture room in which will be kept for observation the animal forms desired for grade work.

PHYSIOLOGY

In addition to the zoölogical collection, which is used in the comparative anatomy, the college possesses a life-size manikin of French manufacture, articulated and unarticulated skeletons, numerous models, special preparations, apparatus, charts, photographs, and lantern slides. A complete series of microscopic mounts has been added during the past year. The State Board of Health liberally supplies the department with its pamphlets relating to the nature, spread and restriction of contagious diseases.

GEOLOGY

By means of purchases and donations the department has gotten together good working collections of minerals, rocks and fossils. Fairly complete illustrative collections will be arranged in a special room in the new science building, adjoining the laboratory and lecture room. The laboratory is equipped with all needed instruments,

apparatus and supplies for practical work upon minerals and rocks. Maps, charts, models, a stereopticon with numerous slides and a growing collection of photographs, are used to enrich the class work in geology. A full photographic outfit and dark room are available for the study of surface features and geological structure in general. The moraines of the Huron-Erie ice lobe and the series of beaches of the ancient glacial lakes are within easy reach by electric car. The drift of the region furnishes an abundance of common rocks and minerals for individual collecting.

Teachers' Library

Largely through the generosity of the leading publishing houses, the department has accumulated the nucleus of a teachers' library of texts, guides, helps, and supplementary readers. This now numbers about 300 volumes relating to zoology, physiology, botany, and geology. Pupils and visiting teachers who desire to make a comparative study of texts, or to learn what is available in these subjects, are cordially invited to make use of this library. The general library is supplied with the important books of reference, periodicals, manual, and advanced texts, relating to the natural sciences.

THE PHYSICAL LABORATORIES

In the new science building eleven rooms are appropriated to the instruction in physics:—a shop, a dynamo room, a lecture room and a laboratory each for elementary and advanced physics, a preparation room, two apparatus rooms, and a dark room each for photography and photometry. These rooms will be supplied with the equipment and facilities for instruction usual to institutions of this rank.

Material for a practical course in the theory and use of a simple set of meteorological instruments is located here for the use of the class in nature study.

The astronomical instruction is also given here and in the well-lighted space in the attic, a store and work room on the roof in connection with a large, open-air observatory, a transit room, and a dome for the equatorial.

Seven rooms are appropriated to chemistry:—a store and dispensing room, a lecture room, a preparation room, a laboratory for elementary chemistry, a laboratory for advanced chemistry, a combustion room, and a balance room and library.

LIBRARY OF PHYSICAL SCIENCE

The special library of physical science consists of over two hundred books placed in the several laboratories, with facilities for their use. To encourage such use a special card catalogue of scientific topics has been prepared. At present this consists almost entirely of an extension of the method of Poole's Index to scientific periodicals. Some six thousand entries have already been made, and the work is still in progress.

Societies and Clubs

THE ALUMNI

Since the Normal was first opened in 1853, there have gone out from it 4,420 graduates, the great majority of whom have taught in the schools of our own and neighboring states. Over 1,300 have been graduated in the last five years, and the greater part of these have been engaged in teaching in Michigan. Individually, these alumni of the institution exert a considerable and wholesome influence in determining the educational policy of the state with which the interests of the State Normal College are inseparably connected. Until recently there has been very little movement towards organization, but within the last few years a marked increase of interest in this direction has been noticeable. There have been more and larger alumni reunions, several class reunions, and a considerable number of local organizations have been formed. Such organizations are a power for good, both to the graduates and to their Alma Mater, and deserve our encouragement and support. The following organizations should be mentioned:

THE ALUMNI ASSOCIATION

This organization now holds two annual meetings or reunions, one at Ypsilanti at Commencement time and the other in connection with the meeting of the State Teachers' Association. From 200 to 400 alumni are usually present at these gatherings. The Ypsilanti meeting is the regular business meeting, and a formal address is given, generally by some well known alumnus.

THE U. OF M. NORMAL ALUMNI ASSOCIATION

This association was formed early in the year 1896-7, "for the purpose of uniting and binding the acquaintanceships, efforts and sympathies of those interested in the future welfare and prosperity of the State Normal College as an institution; to keep in close communication with it, to foster a kindly feeling between it and the University, and to promote the interests of ex-Normal students at large." The membership is large and much substantial service has been rendered along the lines mentioned above.

STARKWEATHER HALL

THE CONSERVATORY ALUMNI ASSOCIATION

This association was formed in the spring of 1897. A reception was given just after the Commencement week concert of the Normal Choir; visiting alumni, the Conservatory juniors, and members of both Conservatory and College Faculties were invited. The opportunity for Conservatory graduates to meet and renew interest in each other and their work, and to make the acquaintance of new members of the alumni was greatly appreciated. At the business meeting following, it was decided to hold a reception annually. The association has not only members in many states of the Union, but others perfecting themselves in their studies beyond the sea.

THE ATHLETIC ASSOCIATION

The athletic interests of the school are managed by a joint committee, representing the Faculty and the students' Athletic Association. This method of supervision creates confidence in the work of the organization and insures the wise conduct of its affairs. There is a large enclosed field adjoining the campus, which furnishes ample opportunity for the practice of the usual outdoor sports. The various clubs and teams are trained under the supervision of experienced persons who follow the most approved methods.

In the Gymnasium, which is one of the most convenient in the state, bathing facilities, lockers, etc., are furnished without expense to students.

Each student contributes one dollar per year for the support of the association and is thereby entitled to a season ticket to all the games. The affairs of the association are in a flourishing condition and its work contributes much to the formation of a loyal college spirit, besides affording good, healthy exercise and entertainment for our student body.

STUDENTS' CHRISTIAN ASSOCIATION

This organization consists of two societies—the Young Women's Christian Association and the Young Men's Christian Association. Both are in a prosperous condition and hold two meetings a week—a union prayer service on Wednesday evening, and separate meetings on Sunday afternoon.

Bible study is strongly emphasized, and intelligent interest in missions is awakened. Starkweather Hall, the gift of Mrs. Stark-

weather of Ypsilanti, is the center of religious interest in the College.

An employment bureau is connected with the association. Its aim is to aid students in finding some kind of remunerative service, whereby a portion of their college expenses can be defrayed.

The Michigan Normal College is one of nine educational institutions in the United States that support a general secretary of the students' Y. W. C. A.

SHAKESPEARE CLUB

A class, studying Shakespeare with Miss Pearce, organized in 1897 a club for the purpose of continuing painstaking, critical study of the works and life of Shakespeare. The purpose of the original organization is still the purpose of the club. Intensive rather than extensive study has been preferred by the members, and during the past year two of Shakespeare's plays have been studied, special attention having been given to the origin, structure, and development of the plot. The study of the characters also added much to the interest of the work. The club holds its meetings semi-monthly and the work for the evening is arranged by some member appointed as leader. The membership is limited and admission to the club is gained only by invitation.

THE LITERARY AND ORATORICAL SOCIETIES

The organization of the Normal Lyceum dates back to the early history of the school. It consists at the present time of the Olympic, Atheneum, and Crescent societies. Each of these societies is limited to a membership of forty. The work is of a general literary character, consisting of readings, recitations, essays, orations, music, etc., and is practically the same in each society. During the year the societies give two joint public programs in Normal Hall, electing for participants on this occasion their most capable and faithful members. Each society has a room of its own, tastefully furnished and provided with a piano.

The Oratorical Association, both in purpose and organization, is closely allied to the Lyceum. The societies contribute to the support of the oratorical work and a member of the Lyceum is a member of the Oratorical Association. During the past year, the Association has distributed prizes to the value of one hundred and fifty dollars in the annual oratorical contest and debate.

In connection with these organizations should also be mentioned the Webster and the Lincoln debating clubs. These clubs are limited to sixteen members each and are organized purely for the purpose of debate. The work is done under the supervision of the department of Reading and Oratory, and has proved very valuable for those who wish to perfect themselves in public speaking.

THE GIRLS' SOCIAL LEAGUE

To further the social interests in the College and to bring about a closer relation between students and the ladies connected with he faculty, an organization known as "The Girls' Social League" has been effected. The movement originated among the girls and the majority of the officers are from the student body.

The program of the work is arranged by the Advisory Board. The members of the society include the girls from all departments of the college, the lady members of the faculty, and the wives and other ladies of the families of the college teachers.

The Normal Lecture and Music Course

During the season of 1902-3, the following entertainments were given in the College Hall, under the auspices of the College Faculty. Tickets to these entertainments are sold at as low a price as is consistent with paying the expenses of the course.

Hahn Festival Orchestra.

Durno, the Magician.

Wireless Telegraphy,—R. B. Welbourn.

The United States Navy,—Capt. R. P. Hobson.

Hahn-Parke Quintet.

Monsieur Beaucaire,—Leland T. Powers.

Song Recital,—Madame Shanna Cumming.

Oratorio of the Messiah,—Normal Chorus.

Cincinnati Symphony Orchestra.

The Value of an Ideal,—William J. Bryan.

General Items

DISCIPLINE

The State Normal College is supported by the taxpayers of Michigan, and is responsible to the state for the character and scholarship of those it sends out to teach in the public schools. The administrative authorities have therefore adopted the policy of asking such students as are found not to be adapted to school work to withdraw from the institution. Students who fail to pass in a large part of their work, or whose character and habits are such as to unfit them in any sense for the important work of teaching, cannot expect to complete the course and receive the sanction of the authorities of this institution. Every effort will be made to encourage, direct, and assist all worthy students, but those who do not show promise of good results or are otherwise unfit to go into the public schools as teachers, will be asked to withdraw.

TEACHERS' BUREAU

The Teachers' Bureau has been organized to assist worthy students and graduates of the Normal College in securing positions, as well as to assist school authorities in securing desirable teachers for their schools. Full and confidential information will be sent concerning candidates. It is our policy not to send out general letters of recommendation for indiscriminate use, but to recommend a candidate for the particular position that he is qualified to fill. A large number of the members of the graduating class have had considerable experience in teaching besides that obtained in the Training School. There are among our students and graduates persons admirably fitted for the various grade positions, including kindergarten, for special high school positions, ward school principalships, high school principalships, and superintendencies. School authorities are invited to visit Ypsilanti and see the students at work, and make selections of teachers after a personal interview. All letters of inquiry will receive careful attention.

EXPENSES

School Fees

Every student is required to pay at the beginning of each quarter, or upon any subsequent entrance for the quarter or for any part of a quarter, an entrance fee of three (3) dollars. This is not returnable because of withdrawal, after the student has once regularly entered.

Students in the Conservatory of Music who carry subjects in the Normal courses, pay the same entrance fee as do others. Conservatory students who take private lessons only, pay each quarter an entrance fee of one dollar and a half ($1.50).

Every student is required to pay one dollar ($1.00) per year for the support of the Athletic association, and receives in return a season ticket to all the games.

At the Gymnasium a deposit of 25 cents is required for the use of a locker key, upon return of which the money is refunded.

Rooms and Board

The school provides no dormitories. Abundant and usually convenient rooms may be had at reasonable rates in the homes of citizens of Ypsilanti. Board and rooms may be had in the same family or separately. The latter is perhaps the more common. Rooms may be rented, furnished or unfurnished, by persons who wish to board themselves. Board alone may be had either in clubs or in private families. Board and room in families costs $3.00 to $4.00 per week. Fuel and lights are generally counted extra. Rooms alone, furnished for two, may be rented for 75c to $1.25 each per week. Students rooming alone pay double rent or nearly so. Board in clubs may be had for $1.75 to $2.50 per week.

An approximately correct estimate of all school expenses, including room, meals, school fees, and incidentals, may be put as follows:—

Estimated Total Expenses Per Term of 12 Weeks

Room and board, twelve weeks	$36 00
Fuel and lights	6 00
Laundry and incidentals	6 00
Books and stationery	4 00
Registration and other fees	5 00
Total	57 00

Accepted Schools

Recognizing the importance of a permanent connection between the secondary schools of the state and the Normal College, the Board of Education has adopted a plan whereby formal recognition is given to the work done by the public school system of Michigan. The following extracts from the minutes of the Board explain fully the new policy:

"The Michigan State Normal College recognizes that there is a public school *system* in Michigan. It proposes, therefore, to give due credit for all work done in the public high schools of the commonwealth that are organized in accordance with the prevailing standard for such work in this state. This recognition constitutes an important change of policy of a higher state institution toward the public high school. The following extracts from a resolution passed by the State Board of Education, at the request of the President and heads of departments of the college, quite fully express this change of policy:

1. That all pupils regularly graduated from twelve-year public school systems having not less than thirty-six weeks per year, in which four full years are devoted to high school work, with not less than two thoroughly equipped teachers wholly employed in distinctively high school work, be admitted to the regular two-years' life certificate college course without examination.

2. That all pupils who have finished not less than two years of high school work in a twelve-year course, as above outlined, be admitted on their record to the four-years' life certificate course in the Normal College, receiving credit on this course for all work which they may have already done beyond the first two years of the high school course. Students are urgently advised, however, to complete the high school course at home, as no time can be gained on the Normal College life certificate course by taking any high school work at the college.

3. That all pupils unable to maintain a satisfactory standing during the first term in the Normal College, may, in the discretion of the Faculty in each case, be dropped from the roll of the school,

[illegible] work not satisfactorily completed on first [illegible] cases he reported back to the high schools [illegible] with the facts in each case, to the end that [illegible] principals of high schools throughout the [illegible] our standard of requirement is, and take measures [illegible] from coming to us without due preparation; [illegible] cases of defective preparation be found [illegible] schools, the privilege of admission without [illegible] to the discretion of the Faculty, be withdrawn from [illegible] schools."

[illegible] without certificates of standing from some [illegible] will be examined for admission to the Institution in [illegible] subjects: Arithmetic, Algebra, Grammar, Reading [illegible] Geography, United States History, Civil Govern-[illegible]

SUGGESTIONS TO HIGH SCHOOLS

[illegible] suggestions as to the work of High Schools are [illegible] for the guidance of the smaller schools where fewer [illegible] maintained, but which may reasonably be expected [illegible] a high standard in the prescribed subjects mentioned [illegible]

Botany

[illegible] dealt in this subject should cover a half year, and is [illegible] being done in the better high schools of the country [illegible] some one of our modern texts, such as Spaulding, [illegible] Bergen, Setchell, Barnes or Atkinson. Laboratory meth-[illegible] be employed, and a set of carefully prepared notes and [illegible] should be kept. No expensive equipment is required, the [illegible] hand magnifiers being sufficient. About half the course [illegible] devoted to the study of typical seeds, their structure and [illegible] plant physiology from simple experiments, and the [illegible] and function of root, stem and leaf. The other half of the [illegible] should give the pupil a practical acquaintance with the chief [illegible] and relationships of the common families of plants [illegible] him some facility in the use of a standard key.

English

[illegible] Thorough familiarity with inflections, the rules of [illegible] and the logical structure of the English sentence is re-

quired. The ordinary eighth grade study of grammar is an inadequate preparation for the teachers' review in the Normal College. There should be a term's review of this subject in the latter part of the high school course.

RHETORIC.—A study of the elementary principles of style, together with continued practice in composition is necessary. It is deemed of especial importance that the writing of high school students should, for several years, come under the eye of expert, authoritative criticism. Much practice in writing, under competent supervision, is indispensable.

ENGLISH LITERATURE.—A year's study of representative English classics, connecting the study of each classic with the literary characteristics of the historical period to which it belongs, is required. This course includes an elementary course in the history of English literature, and a year of study in addition to the so-called English classics required in all courses.

History

Only those subjects which have a practical bearing upon the teaching of our National History are required; these are English history and United States history with civics.

General history, though not required for admission, should always find place among high school subjects.

The order is determined by the nature of the subjects. General history precedes and prepares the way for the others. English history affords an intelligent basis for United States history, while civics springs from history and is best understood when studied as a phase of it. One semester of English history, taught with direct reference to our national history, followed by two semesters of United States history, will give an adequate course.

Good accurate text-book work, supplemented by the use of maps, pictures, reprints, and reference books, will best serve the purpose of the high schools.

Mathematics

ALGEBRA.—The course in algebra should include fundamental rules, fractions, simple equations, involution, evolution, radicals, and quadratic equations.

ARITHMETIC.—The work in this subject should consist of a semester's review covering the leading topics, and should be preceded by a course in algebra.

or required to repeat the work not satisfactorily completed on first trial; and that all such cases be reported back to the high schools from which they come, with the facts in each case, to the end that the superintendents and principals of high schools throughout the state may learn what our standard of requirement is, and take measures to prevent pupils from coming to us without due preparation; and that should successive cases of defective preparation be found to come from certain schools, the privilege of admission without examination, may in the discretion of the Faculty, be withdrawn from graduates of such schools."

Students coming without certificates of standing from some accepted school will be examined for admission to the Institution in the following subjects: Arithmetic, Algebra, Grammar, Reading and Orthoepy, Geography, United States History, Civil Government, Physiology.

SUGGESTIONS TO HIGH SCHOOLS

The following suggestions as to the work of High Schools are made especially for the guidance of the smaller schools where fewer courses can be maintained; but which may reasonably be expected to maintain a high standard in the prescribed subjects mentioned below.

Botany

The work desired in this subject should cover a half year, and is such as is now being done in the better high schools of the country with the use of some one of our modern texts, such as Spaulding, Bergen, McBride, Setchell, Barnes or Atkinson. Laboratory methods should be employed, and a set of carefully prepared notes and drawings should be kept. No expensive equipment is required, the ordinary hand magnifiers being sufficient. About half the course should be devoted to the study of typical seeds, their structure and germination, plant physiology from simple experiments, and the structure and function of root, stem and leaf. The other half of the course should give the pupil a practical acquaintance with the chief characteristics and relationships of the common families of plants and secure for him some facility in the use of a standard key.

English

GRAMMAR.—Thorough familiarity with inflections, the rules of syntax, and the logical structure of the English sentence is re-

quired. The ordinary eighth grade study of grammar is an inadequate preparation for the teachers' review in the Normal College. There should be a term's review of this subject in the latter part of the high school course.

RHETORIC.—A study of the elementary principles of style, together with continued practice in composition is necessary. It is deemed of especial importance that the writing of high school students should, for several years, come under the eye of expert, authoritative criticism. Much practice in writing, under competent supervision, is indispensable.

ENGLISH LITERATURE.—A year's study of representative English classics, connecting the study of each classic with the literary characteristics of the historical period to which it belongs, is required. This course includes an elementary course in the history of English literature, and a year of study in addition to the so-called English classics required in all courses.

History

Only those subjects which have a practical bearing upon the teaching of our National History are required; these are English history and United States history with civics.

General history, though not required for admission, should always find place among high school subjects.

The order is determined by the nature of the subjects. General history precedes and prepares the way for the others. English history affords an intelligent basis for United States history, while civics springs from history and is best understood when studied as a phase of it. One semester of English history, taught with direct reference to our national history, followed by two semesters of United States history, will give an adequate course.

Good accurate text-book work, supplemented by the use of maps, pictures, reprints, and reference books, will best serve the purpose of the high schools.

Mathematics

ALGEBRA.—The course in algebra should include fundamental rules, fractions, simple equations, involution, evolution, radicals, and quadratic equations.

ARITHMETIC.—The work in this subject should consist of a semester's review covering the leading topics, and should be preceded by a course in algebra.

GEOMETRY.—The study of geometry should occupy at least one year and should cover plane and solid (including spherical) geometry.

The work in mathematics outlined above should occupy three years. A review in algebra and geometry should be given in the last year of the high school course.

Physics

An approved course in physics implies the possession, on the part of the school, of sufficient apparatus, in good working order, to demonstrate the important laws and principles of elementary physics. At least one year, *following geometry*, should be given to this subject. The meter and centimeter and their squares and cubes, the gram, kilogram and liter, should be thoroughly taught and much used. For our purposes it is preferred that other terms sometimes found in this system be not used. In addition to the above, a laboratory course of at least forty weeks, an hour per week, is expected in case an equipment for this purpose can be secured, and the time of the teacher be devoted to this subject for the hour, so that the laboratory work may be efficiently supervised.

If an efficient laboratory course cannot be attempted, the textbook, lecture and demonstrative work outlined above may be approved, with the understanding that a laboratory course be taken at the Normal College. Graphical work, using geometry freely, is deemed important.

In purchasing apparatus, many simple, inexpensive pieces should be preferred to costly and showy pieces, and working apparatus to illustrative apparatus. Special regard should be had to the effective demonstration of *fundamental principles* as opposed to novelties and curiosities. The list for purchase should be made up from the textbook used and not principally from dealers' catalogues.

The student should acquire an *expert* use of scales, dividers, the balance, a burette, thermometer, barometer, a tuning fork, and a pocket lens.

Special stress should be placed upon fundamental concepts, such as mass, weight, density, energy, and their units of measurement.

The above hints are given to indicate a minimum course in physics and not to suggest any limitation of the work on the part of those schools which can do more.

Physical Geography

In the teaching of physical geography it is now not only desirable but also possible to carry out some of the recommendations of the Committee of Ten. At the time when that report was issued, not only were there no suitable texts, but the necessary literature was so widely scattered as to be of little value to the average teacher. The new texts and available references that have appeared since that date justify the recommendation that some of the suggestions of the committee be now more generally put into practice.

It is also especially desired that the work be supplemented, as far as possible, by direct observation, and the construction and use of topographic and relief maps, charts, models, etc. This work may be made very valuable in the study of the atmosphere and weather changes. The "Physiographic Folio," recently issued by the United States Geological Survey, containing the topographical maps of ten type regions, suggests the use to which these maps may be put in the teaching of physical geography.

The text is no longer sufficient material to place in the hands of pupils. Students and teachers should have access to a few well-selected references in addition to the above mentioned charts, maps, and models. Geography, along with chemistry, physics and botany, has now come to demand its laboratory and laboratory work.

Such text-books as Davis, Tarr, and Dryer are to be recommended. A full year's work is highly desirable.

Physiology

A half year's work with some good text, as Blaisdell, or the revised Martin, is desired on this subject. The text should be supplemented with simple individual or class experiments, and an equipment of preparations, models, and charts should be provided.

GYMNASIUM

Conditions of Entrance

AND

Courses of Study

Entrance Examinations

Students bringing standings from accepted high schools (see p. 29) will be admitted without examination. Students not bringing standings from accepted high schools, and such as are not college graduates, or holders of first grade certificates properly indorsed, shall sustain a satisfactory entrance examination.

Candidates for the Two Years' College Life Certificate Course (see p. 41) will be examined in the following subjects:

ARITHMETIC

The applicant is supposed to have completed the work of some good text. A fair understanding of the subject is necessary for the examination.

ALGEBRA

The preparatory work includes the following topics: addition, subtraction, multiplication, division, factoring, highest common factor, lowest common multiple, fractions, and simple equations involving one or more variables.

GRAMMAR

This should include the parts of speech, their use and relations in connected discourse, and the structure and analysis of sentences. The knowledge and understanding of the subject should be somewhat above that required in the first eight grades of the public school or fully equal to the requirements in this branch for a second grade license to teach. The applicant should also have had, accompanying his reading and language lessons, much practice in composition, and be able to express himself in clear and grammatical English.

READING AND ORTHOEPY

Correct pronunciation being an essential of good reading, the regular course presupposes a thorough knowledge of orthoepy. The applicant should not only be able to indicate by diacritical marks the correct pronunciation of words in common use, but should possess a good degree of facility in pronouncing them, as to syllabication, accent, articulation and quality. He will also be expected to render intelligently any ordinary selection of prose or verse, giving satisfactory reasons for emphasis, quality, force, pitch, etc., employed by him.

GEOGRAPHY

All candidates should be familiar with the location and extent of the great countries of the world, of some of their greater cities, and best known mountains, rivers, lakes, and adjacent seas.

They should thoroughly know the shape of the outline and of the general surface of each continent and its position on the globe.

The selection of topics for study should be governed by importance to civilized man rather than by picturesqueness or temporary interest.

UNITED STATES HISTORY

The requirements for admission to the regular course are fully equal to those for a second grade certificate. The applicant is supposed to have completed some good text, and to have acquired a ready knowledge of the main facts in their causal relations, and to be able to use them intelligently.

CIVIL GOVERNMENT

The teacher's course being only twelve weeks, the requirements for admission will be somewhat rigid. The examination will cover fully and in detail a good text book, in both general and state government.

PHYSIOLOGY

Applicants should have a familiar knowledge of elementary physiology and hygiene. Such knowledge may be obtained from any of the better high school texts when they are suitably supplemented with practical work and class demonstration. The student should know that his information is definite, and he should be ready to present simple drawings and diagrams.

Credits

Under certain conditions credit for work done elsewhere will be allowed upon courses here, provided that no credits from high schools shall shorten the Two-Years' College Life Certificate Course (see p. 41). The heads of departments may at their discretion allow such standings from the following schools: (1) The University of Michigan, the Agricultural College, and all other regularly incorporated Michigan colleges; (2) institutions of like rank in other states; (3) accepted Michigan high schools; (4) reputable secondary and superior schools in other states.

Candidates bringing standings from any of these schools will first submit them to the proper heads of departments for credit. These credits should then be reported to the office, when a classification may be made out.

Candidates for limited certificates must, as soon as possible after classification, secure their credits for work done elsewhere from the several heads of departments, after which these credits must be handed to the clerk for record.

Admission to Courses

Students may be admitted at the opening of any quarter.

The several quarters begin on the last Tuesday of September, the first Tuesday of January, and of April, and continue for twelve weeks.

The conditions under which a student enters will determine the course of study to be pursued. (See page 35.)

By noting the following courses the student will be able to ascertain the character of the work he is prepared to do.

Courses of Study

The State Normal College offers three courses of study:*

I. The Four Years' Life Certificate Course.

Note:—The first two years of this course are preparatory to College work. The last two years constitute the Two Years' College Life Certificate Course.

II. The Three Years' College Course, leading to a Life Certificate and the degree of Bachelor of Pedagogics.

Note:—The first two years of this course are identical with the Two Years' College Life Certificate Course.

III. The Four Years' College Course, leading to the degree of Bachelor of Arts.

Note:—This course secures the Life Certificate, the degree of A. B., and, after three years of successful teaching, the degree of B. Pd.

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* For the special course for Critic Teachers, and the Specializing Kindergarten—Primary Course, see Training School Department Notes.

THE FOUR YEARS' LIFE CERTIFICATE COURSE

The course leading to a life certificate extends for *four* years. The first two years are strictly preparatory, covering substantially the ground embraced in the last two years of the ordinary high school course. Students who have completed no less than two years of work in an accepted high school may enter without examination on this four years' course, and any work already done beyond two full years of high school work will be credited. In case a subject included in the Four Years' Course has been taken as part of the first two years of high school work, such subject may be omitted by permission of the head of the department concerned, and an elective from a department taken instead. Such omission shall not, however, reduce the amount of work required for the completion of the course—the elective merely taking the place of the omitted subject.

The *third* and *fourth* years of the Four Years' Life Certificate course constitute the Two Years' College Life Certificate course for graduates of accepted high schools. Such graduates on entering may take either a GENERAL or a SPECIALIZING course.

GENERAL COURSE. Students taking the general course, must take Elementary Drawing and as electives any subjects in the Academic Group (see p. 43) that have not been completed in their high school course. Further, at least 12 weeks of electives must be drawn from each of the following departments: English, History, Geography, Natural Sciences, Physical Sciences, Mathematics; and eight teachers' courses are required (see p. 44).

SPECIALIZING COURSE.—Students wishing to specialize in any department will find full liberty within this course. The head of the department in which the student specializes becomes the student's patron. Under the guidance of his patron the student enters at once upon his special line of work and is not required to take omitted high school subjects. He will omit elementary drawing, take but six teachers' courses (see p. 44), and select 13 electives in such departments as his patron shall advise.

The Two Years' College Life Certificate course, whether general or specializing, cannot be shortened by high school credits. It may be shortened, however, by credits from a college, but not to exceed 144 weeks

FOUR YEARS' COLLEGE LIFE CERTIFICATE COURSE

Preparatory

	First Year		Second Year	
FIRST TERM	Algebra 3	12	Solid Geometry	12
	Rhetoric	12	Physics 1	12
	English History 1	12	English Lit. 1	12
	*El. Draw'g 1, or a Language	12	Elective	12
			† Physical Training	1
SECOND TERM	Plane Geometry 1	12	Electives	24
	English History 2	12	Physics 2	12
	Structural Botany	12	English Lit. 2	12
	*El. Draw'g 2, ora Language	12	† Physical Training 2	
THIRD TERM	Plane Geometry 2	12	Physics 3	12
	Systematic Botany	12	Electives	24
	Elective	12	Am. Col. History	12
	Physical Geography	12	† Physical Training 3	

* If a language be elected at this point, Elementary Drawing will have to be taken later in the course. Students that have had no foreign languages are advised to elect at least two years of Latin, German, or French.

† Four terms of Physical Training are required of all students before graduation.

FOUR YEARS' COLLEGE LIFE CERTIFICATE COURSE

Two Years' College Life Certificate Course

	Third Year		Fourth Year	
FIRST TERM	Psychology 1	12	Hist. of Education	12
	Teachers' Courses	24	Teachers' Course	12
	Elective	12	Teaching or electives	24
	† Physical Training 4			
SECOND TERM	Psychology 2	12	Teachers' Course	12
	Teachers' Course	12	Elective	12
	Electives	24	Teaching or electives	24
THIRD TERM	General Method	12	Teachers' Course	12
	Teachers' Course	12	Elective	12
	Electives	24	Teaching or electives	24

† Four terms of Physical Training are required of all students before graduation.

THE THREE YEARS' COLLEGE COURSE

The Three Years' College Course leads to the degree of Bachelor of Pedagogics. Graduates of the Four Years' Life Certificate Course (or of the Two Years' College Life Certificate Course), since they have already completed two years of College work, may finish the Three Years' College Course by taking one full year (144 weeks) of additional work. This may be elected from College subjects not yet pursued, and may be either general or specializing in character. By College subjects, shall be understood, in general, subjects of an advanced grade. Elementary courses in foreign languages will not be considered collegiate work, if the language is the first one that the student has pursued. In addition to the work required in residence, a further requirement of *three years of successsful teaching* is made before the degree is granted.

Persons holding the A.B. degree from any reputable College may receive the degree of Bachelor of Pedagogics by taking a year of College work in residence including the Normal group (144 weeks, see p. 43), and bringing satisfactory evidence of three years of successful teaching.

THE FOUR YEARS' COLLEGE COURSE

The Four Years' College Course leads to the degree of Bachelor of Arts. This is a continuation of the Three Years' College Course described above, and students that have finished the latter, or its equivalent, may complete the former by taking one year (144 weeks) of added College work under direction of the heads of the departments in which the subjects chosen belong. No requirement of successful teaching is made for this degree. Students that have taken the degree of Bachelor of Pedagogics, may take the higher degree of Bachelor of Arts by an added year of work in residence.

Required Studies

The following groups of studies are required of all students:—

The Academic Group

The high school subjects in which standings must be credited from accepted schools, or earned in residence, unless a student is specializing, include the following:

Algebra	24 Weeks
Geometry	36 "
Rhetoric and Literature	36 "
English and United States History	36 "
Physical Geography	12 "
Botany	24 "
Physics.	36 "
Physiology	12 "

These subjects are not regarded as College subjects.

The Normal Group

These subjects are required of all graduates:

Psychology	24 Weeks
General Method	12 "
History of Education	12 "
Teachers' Courses, Required	48 "
Teachers' Courses selected	24 "
Teaching	24 "
Physical Training (no credit)	48 "

The first three subjects of the Normal group should be taken in the order given above, except by persons on partial courses.

Required Teachers' Courses

The required Teachers' Courses are four:

1. Arithmetic
2. Geography
3. Grammar
4. Physiology

Each course continues 12 weeks.

Additional Teachers' Courses

In addition to the four Teachers' Courses required of all students, students on the general course will select *four*, students who are specializing *two*, and candidates for limited certificates *one*, from the following list:

Civics	Primary Nature Study
Drawing	Reading
Field Geography	Secondary Nature Study
History	Music

Physical Education

Special students of foreign languages may substitute the Teachers' Courses in those branches for the two selected Teachers' Courses.

GRADUATION AND DEGREES

1. A Life Certificate and Diploma will be granted to all persons completing the Four Years' Life Certificate Course (see p. 39) or the Two Years' College Life Certificate Course.

2. The degree of B. Pd. will be granted upon the completion of the Three Years' College Course and three years of successful teaching (see p. 42).

3. The degree of A. B. will be granted upon the completion of the Four Years' College Course (see p. 42).

MASTER OF PEDAGOGICS

Provisions are made for taking the Master's degree as follows: Any one holding the degree of Bachelor of Pedagogics from the Michigan State Normal College, may, upon application, receive the corresponding Master's degree (M.Pd.) upon the following conditions:

1. He shall furnish evidence satisfactory to the Faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

2. He shall prepare and present a thesis acceptable to the Faculty, upon some subject connected with the history, science, or art of education; the Faculty reserving the right to assign the subject of such thesis.

PARTIAL COURSES

Teachers wishing to prepare for the examinations for state teachers' certificates can enter any classes for which they are fitted without taking one of the regular courses. Furthermore, teachers of some experience and fair scholarship who wish to add to their skill as instructors in special subjects, or grades of subjects—as, for example, high school English, drawing in the grades, music, physical training, science, history, foreign languages—are admitted to such studies as they choose, subject, however, to the direction of the President and heads of departments concerned. In such cases the work done is credited on the books but leads to no certificate, unless one of the full courses is completed.

Persons wishing to take up special studies are subject to the same conditions of admission as other students. (See p. 35.)

Many students, for various reasons, are not able to complete one of the regular courses without interruption. To these no credits once earned are lost, and there is no objection to their continuing and completing the course at any subsequent time.

Teachers preparing to teach in rural schools will be provided for in classes taking preparatory subjects.

Directions to Students

The following regulations apply to all students:

1. Present your credentials to any Head of a Department and receive instructions as to classification.

2. A copy of your high school or other standings should be filed in the office with the clerk. Blanks for this purpose will be supplied on application.

3. After classification pay your fee to the clerk. She will sign and return to you your classification card.

4. Enroll in your classes without delay. Each of your teachers will sign your card.

5. After having enrolled in all your classes, return your classification card to the clerk.

6. Leave no classes permanently and make no change in classification without written permission from the President.

7. After the clerk has signed the classification card, all changes must be reported to her and recorded.

8. No student will be permitted to take more than *four* studies, not including physical training, except by permission of the committee on extra studies. Application for an extra study should be made in writing with reasons therefor, to the chairman of the committee (see p. 10).

9. The first year of Latin and the first year of German are *preparatory*, and are not credited as Normal work if only one of them is taken. If both Latin and German are taken, credit for one year of Normal work will be given in either Latin or German as the student may prefer. The first year of Greek and the first year of French count as Normal credits.

10. It is important that all students should bear in mind the following regulations:

a.—Students on the Four Years' Life Certificate Course, who are not specializing, must take all omitted high school subjects of the academic group (see p. 43) as electives.

b.—Students not specializing on the Two Years' College Life Certificate Course must take seventy-two weeks of the ninety-six weeks of electives in the following six departments: English, History, Geography, Mathematics, Physical Science, Natural Science.

c.—Students not specializing on the Two Years' College Life Certificate Course must take *eight* of the Teachers' Courses (see p. 43), specializing students *six*, and candidates for limited certificates, *five.*

d.—All students are required to take four terms of physical training, for which no credit is given.

SCHEDULE OF CLASSES

FALL QUARTER

8—9	9—10	10—11	11—12
Algebra, Higher 1	Algebra, Higher 2	Algebra 2	Arithmetic, Tchrs'.
Arithmetic, Tchrs'.	Algebra, Higher 1	Algebra, Higher 1	Counterpoint 1
Blk'b'd Sketching	Arithmetic, Tchrs'.	Algebra, Method in	Drawing, Elem. 1
Chemistry of Common Life	Botany, Crypt'.	Artistic Singing	French 4
Civics, Teachers'	Chemical Lab.	Botany, Str'l (10-12)	Grammar, Tchrs'.
Drawing, Elem. 2	Drawing, Elem. 1	Chemistry 3	General Method
Drawing, Tchrs'.	Drawing, Adv. 2	Civics, Teachers'	Geography, Tchrs'
French 1	German 7	Drawing, Elem. 1	Harmony 1
Field Geog. (8-10)	Greek 4	French 1	History, Greek
Greek 1	Geometry, Plane 2	French 7	History, Industrial
General Method	History of Ed. 2	Grammar, Tchrs'.	History, U. S., 1
Geometry, Analyt.	Hist. and Govmnt.	Geography, Tchrs'.	Laboratory Ec'my
Geometry, Plane 1	Latin 7	German 4	Latin 4
German 1	Hist., Amer. Adv.	Harmony 2	Latin 10
German 13	Musical Form and Composition	History, Teachers'	Life Sketching
German 7	Nature Study, Pri.	History, General 1	Psychology 1
Hist. of Ed. 1	Psychology 1	Latin 13	Physical Laboratory Practice
History, English 1	Psychology 2	Latin 20	Physiology, Tchrs'.
History, Tchrs'. 1	Principles of Crit. 1	Latin 23	Phys. Train. 1 (w)
Kinderg'n Music	Physics, Adv. 1	Life Sketching	Phys. Train. 4 (w)
Latin 13	Phys. Train., 1 (m)	Miner'ls and Rocks	
Latin 16	Phys. Train., 1 (w)	Phys. Train. 7 (w)	
Music, Teachers'	Voice Culture 1	Phys. Train. 4 (m)	
Music, History of	Vocal Music, Elements, 1	Physiology, Tchrs'.	
Nature Study, Pri.		†Physics 2	
Principles of Crit. 1		Psychology 1	
Psychology 1		Reading, Teach'rs'	
*Physics 1		Voice Culture 2	
Physiol. Prep (8-10)		Zoölogy 1	
Vocal Music, Elements of, 2			

1—2	2—3	3—4	4—5
Arithmetic, Prep.	Anglo-Saxon	Arithmetic, Tchrs'	Athletics (m)
Chemical Lab.	Astronomy	Athletics, (m)	Phys. Train. 3 (w)
Drawing, Elem. 1	Algebra 1	Grammar, Prep.	
Elocution and Oratory 2	Botany, Structural (2-4)	Geography, Prep.	
Greek 7	Chemistry 1	History, English 2	
Geography, Tchrs'.	Elocution and Oratory 1	History, Greek	
	Grammar, Tchrs'.	Literature, Eng. 1	
	History, American Constitutional 1	Physiology, Prep.	
	History, United States, Political	Phys. Train. 1 (w)	
	Kinderg'n Inst'n, 3	R'd'g & Orthoepy	
	Latin 1	Reading, Teach'rs'	
	Music, Teachers'		
	Physiology, Tchrs'.		
	Phys. Train., 4 (w)		
	Phys. Train., 1 (m)		
	Rhetoric		
	Trigonometry		
	Zoölogy, Elem.		

* Also 2d hour on Monday and Wednesday
† Also 2d hour on Tuesday and Thursday

SCHEDULE OF CLASSES

WINTER QUARTER

8—9	9—10	10—11	11—12
Algebra, Higher 2	Arith., Teachers'	Arith. Teachers'	Arith,, Teachers'
Blackb'rd Sketch.	Botany, Struc.(9-11)	Algebra 3	Algebra, Higher 2
Biolog. Technique	Chem. Laboratory	Algebra, Higher 1	Counterpoint 2
Botany, Physiolog.	Drawing, Adv. 1	Artistic Singing	Drawing, Elem. 1
Calculus	Drawing, Elem. 2	Chemistry 4	French 5
Chem. Com. Life	Gram., Teachers'	Civics, Teachers'	German 5
Civics, Teachers'	Greek 5	Drawing, Elem. 1	Geog., Teachers'
Drawing, Elem. 2	German 11	French 2	Harmony 2
Draw., Teachers'	Geometry, Plane 2	Geology, Dynam.	HistoricalMaterial
French 8	Geom., Method in	Geometry, Plane 2	History, U. S. 2
Gram., Teachers'	Hist, Adv. Eng.	Geog., Teachers'	History, Roman
German 8	Hist., Adv. Gen. 1	History, Teachers'	Latin 5
Geometry, Plane 2	Latin 11	History, General 2	Latin 21
Greek 2	Musical Form and Composition	Latin, 14a	Life Sketching
General Method	Nature Study, Pri.	Latin, 22	Lit., Adv. Eng. 1
History of Ed. 1	Nature Study, Sec.	Latin, 24	Phys. Lab. Prac.
Hist., English 1	Prin. of Criticism 2	Life Sketching	Psychology 2
Hist., Teachers'	Political Economy	Lit., English 1	Physics, Adv. 2
Latin 14b	Psychology 2	Prin. of Criticism 1	Physiol. Teachers'
Latin 17	Phys. Train. 2 (m)	Psychology 2	Phys. Train. 2 (w)
Music, History of	Phys. Train. 2 (w)	Physiol.,Teachers'	Phys. Train. 5 (w)
Music, Teachers'	Sight Reading in Music	†Physics 1	
Nature Study, Pri.	Vocal Music, Elements of 2	Phys. Train. 4 (m)	
Psychology 2		Phys. Train. 8 (w)	
Prin. of Criticism 2		Reading,Teachers'	
*Physics 3		Shakespeare	
Physiog. Lands		Voice Culture 2	
Voice Culture 1		Vocal Music, El. 1	
		Zoölogy 2	

1—2	2—3	3—4	4—5
Algebra 2	Arith. Teachers'	Algebra, Higher	Athletics (m)
Botany, Struc. (1-3)	Chemistry 2	Gram., Teachers'	History, Institutes
Chemical Lab.	Drawing, Elem. 2	German 2	Phys. Train. 1 (w)
Drawing, Elem. 1	Eloc.and Oratory 1	Geog., Physical	
Elocution and Oratory 2	German 1	Harmony 1	
English Comp.	History, American Constitutional 2	History, English	
Geog., Teachers'	History of Ed, 2	History, Roman	
German 8	Kindergarten Instruction 1	Lit., English 2	
Greek 8	Latin 2	Phys. Train. 2 (w)	
	Latin 8.	Physiol, Teachers'	
	Middle English	Read.andOrthoepy	
	Physiol., Teachers'	Reading,Teachers'	
	Phys. Lab.Practice		
	Phys. Train. 2 (m)		
	Phys. Train. 5 (w)		
	Rhetoric, Advanc.		
	Trigonometry		
	Zoölogy 4		

* Also 2d hour on Tuesday and Thursday
† Also 2d hour on Monday and Wednesday

SCHEDULE OF CLASSES

SPRING QUARTER

8—9	9—10	10—11	11—12
Algebra, Higher 1 Algebra, Higher 2 Acoustics Bl'kb'd Sket. Adv. Draw., Adv. Meth. Calculus 2 Chem. of Com. Life Civics, Teachers' Drawing, Elem. 2 French 9 Field Geog., (7-9) Gram., Teachers' German 9 General Method Geometry, Plane 1 Harmony 2 History of Ed. 1 History, English 1 History, Teachers' Latin 18 Latin 15 Music, Teachers' Musical Comp. 3 Nature Study, Pri. Prin. of Criticism 1 *Physics 1 Phys. Lab. Prac. Zoölogy, Element.	Arith., Teachers' Algebra 1 Chem. Laboratory Chem., Organic Drawing, Elem. 2 Drawing. Adv. 2 French 3 Gram., Teachers' Greek 6 General Method Geometry, Solid German 12 History of Math. Hist., Adv. Gen. 2 History, Modern History, English 2 Latin 12 Music, High Sch'l Methods in Nature Study, Sec. Nature Study, Pri. Prin. of Criticism 1 Plant Ecology Political Science Psychology 1 Phys. Train. 3 (m) Phys. Train. 3 (w) Voice Culture 2 Vocal Music, El., 1	Artistic Singing Arith. Teachers' Botany, Sys. (10-12) Chemistry 5 Civics, Teachers' Drawing, Elem. 1 French 6 General Method Geology, Historic'l Geometry, Solid Geog., Teachers' Harmony 3 History of Math. History, Teachers' History, General 3 Life Sketching Latin 19 Latin 9 Masterpieces Prin. of Criticism 2 Physiol. Teachers' †Physics 2 Phys. Train. 4 (m) Phys. Train. 9 (w) Reading, Teachers' School Supervision Theory of Equat. Zoölogy 3	Algebra 3 Arith., Teachers' Blackb'rd Sketch. Civil Government Counterpoint 3 Elo. and Oratory 3 German 6 General Method Geometry, Solid Geog., Teachers' History, Mediæval Latin 6 Lit., Adv. Eng. 2 Life Sketching Mod. Lang. Teachers' Course Phys. Lab. Prac. Physics, Adv. 3 Physiol., Teachers' Phys. Train. 6 (w) Phys. Train. 3 (w) Sociology Trigonometry Vocal Music, El., 2
1—2	**2—3**	**3—4**	**4—5**
Blackb'rd Sketch. Chemical Lab. Eng. Composition Eloc. and Oratory 2 Greek 9 Geog., Teachers' German 9 Latin 12	Astronomy Botany, Sys. (2-4) Chemistry 3 Eloc. and Oratory 1 General Method German 2 History of Ed. 2 History, U. S. Pol. Kindergarten Instruction 2 Latin 3 Literature, Eng. 2 Music, Teachers' Phys. Train. 3 (m) Phys. Train. 6 (w) Physiogra. Lands Physiol. Prep. (2-4) Physiol., Teachers' Rhetoric, Adv.	Athletics (m) Astronomy, Adv. Chemistry 5 and 6 Grammar, Prep. Geog. Commercial German 3 Greek 3 History, Mediæval History, English 2 Physiol., Teachers' Phys. Train. 3 (w) Read. and Orth. Rhetoric	Athletics (m) Hist., Institutes 2 Phys. Train. 2 (w)

*Also 2d hour on Monday and Wednesday
†Also 2d hour on Tuesday and Thursday

ON THE CAMPUS

Details of Departments

Drawing

MISS BERTHA GOODISON.

MISS ANNA H. OLMSTED. MISS LOTA H. GARNER.

HIGH SCHOOL COURSES

1. ELEMENTARY DRAWING 1. 12 WEEKS.

The aim in elementary drawing both 1 and 2, is to study perspective principles and to work in outline, light and shade, and value, from type-forms, still-life, and flowers, using pencil or water colors. Some work in space relations or simple composition is introduced; also a brief study of historic ornament.

Fall, winter, and spring quarters.

Fall quarter—Four sections, 9-10, 10-11, 11-12, 1-2.

Winter quarter—Two sections, 10-11, 11-12.

Spring quarter—Two sections, 8-9, 9-10.

Room 10. Miss Garner. .

2. ELEMENTARY DRAWING 2. 12 WEEKS.

1 must precede 2.

Fall, winter, and spring quarters.

Fall quarter—One section, 8-9.

Winter quarter—Two sections, 8-9, 9-10.

Spring quarter—Two sections, 8-9, 9-10.

Room 10. Miss Olmsted, Miss Garner.

COLLEGE COURSES

3. BLACKBOARD SKETCHING 1. 12 WEEKS.

Elementary drawing 1 and 2, or their full equivalent must precede.

The aim in this course is to enable the student to sketch quickly and accurately upon the board in light and shade. The work is mainly representing still-life objects and landscape features.

Fall, winter, and spring quarters.

Fall quarter—One section, 8-9.
Winter quarter—One section, 8-9.
Spring quarter—Two sections, 11-12, 1-2.
Room 24. Miss Garner.

4. ADVANCED DRAWING 1. 12 WEEKS.

Elementary drawing 1 and 2, or their full equivalent, must precede.

Drawings are made from still-life, flowers, and outdoor scenes, with pencil, pen and ink, and water colors. Some work is given in original composition and designing.

Either 1 or 2 may be taken first.

Fall and winter quarters.

Fall quarter—One section, 9-10.
Winter quarter—One section, 9-10.
Room 14. Miss Olmsted.

5. ADVANCED DRAWING 2. 12 WEEKS.

Elementary drawing 1 and 2 or their full equivalent must precede.

The work of this course is in charcoal from still-life, flowers, and casts. Original compositions are made in black and white and in colors.

Either 1 or 2 may be taken first.

Fall and spring quarters.

Fall quarter—One section, 10-11.
Spring quarter—One section, 9-10.
Room 14. Miss Olmsted.

6. TEACHERS' DRAWING 1. 12 WEEKS.

Fall and winter quarters.

Fall quarter—One section, 4-5.
Winter quarter—One section, 8-9.

Room 10. Miss Goodison.

7. LIFE SKETCHING 1. 12 WEEKS.

Elementary drawing 1 and 2 and advanced drawing 1 and 2, or their equivalent, must precede.

This class has two hours daily, four days in the week. The work is mainly in pencil from life models. Instruction is also given in figure composition.

Fall and winter quarters.

Fall quarter—One section, 10-12.
Winter quarter—One section, 10-12.

Room 58. Miss Olmsted.

8. LIFE SKETCHING 2. 12 WEEKS.

Elementary drawing 1 and 2, advanced drawing 1 and 2, and life sketching 1, or their full equivalent, must precede.

In this course the work is done, chiefly from the head and shoulders, in charcoal. Instruction is given in figure composition, illustrating, and poster making.

Spring quarter—One section, 10-12.

Room 58. Miss Olmsted.

9. ADVANCED METHODS AND BLACKBOARD SKETCHING.

Teachers' drawing 1 and blackboard sketching 1 must precede.

Each is a six-weeks' course, and together they make up the term. These are continuations of teachers' drawing 1 and blackboard sketching 1, and are intended particularly for students specializing in this department.

Spring quarter—One section, 8-9.

Room 24. Miss Goodison.

English

PROFESSOR FLORUS A. BARBOUR

MISS ABBIE PEARCE

MISS ALMA BLOUNT MISS ESTELLE DOWNING

PREPARATORY COURSE

1. GRAMMAR.

An elementary, but systematic course in English Analysis, together with a rapid review of Etymology and Syntax. The course should enable students to pass the county examinations for a Third Grade Certificate, and is preparatory to the study of elementary Rhetoric in the Normal College.

Fall quarter, 3-4. Room 42. Miss Downing.
Spring quarter, 3-4. Room 44. Miss Blount.

HIGH SCHOOL COURSES

1. RHETORIC.

Presupposes preparatory Grammar. The text-book is largely a hand-book of reference. Punctuation, figures, and elementary principles of style, are studied in connection with selected classics. Continued practice is also given in paragraph writing and composition.

Fall quarter, 2-3. Room 42. Miss Downing.
Spring quarter, 3-4. Room 42. Miss Downing.

2. ENGLISH COMPOSITION.

This course is designed for high school graduates who have had insufficient training in English. Its aim is to lead the student to a more correct and forcible expression of his thoughts both in speaking and writing. There will be instruction and drill in connection with the most common speech errors, together with oral discussion of assigned themes, and constant practice in writing. Throughout the course attention will be paid to diction, sentence structure, and paragraphs.

Winter quarter, 1-2. Room 42. Miss Downing.
Spring quarter, 1-2. Room 42. Miss Downing.

3. ENGLISH LITERATURE 1 AND 2.

The courses include an outline of the history of English Literature, supplemented by the study of representative classics from different periods. Course 1 extends from the earliest times to the age of Milton; course 2, from Milton to modern times.

Course 1—Fall quarter, 3-4; winter quarter, 10-11. Room 44. Miss Blount.

Course 2—Winter quarter, 3-4; spring quarter, 2-3. Room 44. Miss Blount.

COLLEGE COURSES

1. PRINCIPLES OF CRITICISM 1.

The elementary principles of literary criticism applied to the study of selections from the American poets. The department has in its library forty copies of the complete works of each author studied. These are placed in the hands of students as text-books in place of annotated texts, and original criticism is encouraged and cultivated. The criticism is preceded by a brief course of lectures, and presupposes rhetoric and English Literature 1 and 2.

Fall quarter, 8-9. Section 1. Room 40. Professor Barbour.
Section 2. Room 41. Miss Pearce.
9-10. Section 3. Room 40. Professor Barbour.
Section 4. Room 41. Miss Pearce.
Winter quarter, 10-11. Section 1 only. Room 41. Miss Pearce.
Spring quarter, 9-10. Section 1. Room 40. Professor Barbour.
9-10. Section 2. Room 41. Miss Pearce.
8-9. Section 3. Room 40. Professor Barbour.

2. PRINCIPLES OF CRITICISM 2.

A study of American prose in accordance with the method suggested for course 1, and in all cases to be preceded by course 1.

Winter quarter, 8-9. Section 1. Room 40. Professor Barbour.
9-10. Section 2. Room 42. Miss Pearce.
9-10. Section 3. Room 40. Professor Barbour.
Spring quarter, 10-11. One section. Room 41. Miss Pearce.

3. ADVANCED ENGLISH LITERATURE 1.

A special study of nineteenth century poetry, including the poets, Shelley, Keats, Tennyson, Swinburne, and Morris.

Winter quarter, 11-12. Room 41. Miss Pearce.

4. ADVANCED ENGLISH LITERATURE 2.

A short course of lectures upon (1) the history and development of the English novel; and (2) upon its technical construction. Special study of different types will follow, with particular attention to plot, character sketching, and description. This course should prove helpful and suggestive to high school teachers.

Spring quarter, 11-12. Room 41. Miss Pearce.

5. SHAKESPEARE.

A brief course of lectures on the technical construction of the drama, followed by an analytical study of several of Shakespeare's tragedies. Special attention is given to the development of the plot, and to the consistency of the characters with the plot. Teachers of Literature in high schools will find the course stimulating and suggestive as a preparation for teaching Shakespeare.

Winter quarter, 10–11. Room 40. Professor Barbour.

6. ENGLISH MASTERPIECES.

A study of Carlyle's Sartor Resartus and DeQuincey's Opium Eater as two great types of nineteenth century prose.

Spring quarter, 10-11. Room 40. Professor Barbour.

7. ANGLO SAXON.

Cook's First Book of Old English, followed by a course of lectures upon the history of the English Language. The course is considered of especial value to teachers of English Grammar.

Fall quarter, 2-3. Room 44. Miss Blount.

8. MIDDLE ENGLISH.

The study of Chaucer in Sweet's Second Middle English Primer, and Morris' Prologue and Knightes Tale.

Winter quarter, 2-3. Room 44. Miss Blount.

9. TEACHERS' GRAMMAR.

(a) A rapid academic review of the subject in Whitney's Essentials of English Grammar; (b) Professional aspects of teaching the subject in Barbour's "Grammar Teaching; History and Method."

Fall quarter. Section 1, 10-11. Room 44. Miss Blount.
Section 2, 10-11. Room 41. Miss Pearce.
Section 3, 11-12. Room 44. Miss Blount.
Section 4, 11-12. Room 41. Miss Pearce.
Section 5, 2-3. Room 40. Professor Barbour.

Winter quarter. Section 1, 8-9. Room 41. Miss Pearce.
Section 2, 9-10. Room 44. Miss Blount.
Section 3, 3-4. Room 42. Miss Downing.

Spring quarter. Section 1, 8-9. Room 41. Miss Pearce.
Section 2, 8-9. Room 44. Miss Blount.
Section 3, 9-10. Room 44. Miss Blount.

10. ADVANCED RHETORIC.

The work of this course constitutes a general review of rhetorical principles, and a practical application of these principles to English Composition. It includes a study of models in description, narration, exposition, and argument, together with constant practice in writing under these four types of prose structure. The course is especially designed for those who already have some proficiency in writing, and who wish to prepare themselves for teaching composition in grades or high schools.

Winter quarter, 2-3. Room 42. Miss Downing.
Spring quarter, 2-3. Room 42. Miss Downing.

Geography

PROFESSOR M. S. W. JEFFERSON.

PREPARATORY COURSE

1. ELEMENTARY GEOGRAPHY. 12 WEEKS.

The course will take up the distribution of physical, climatic and political regions of the earth with Tarr and McMurry's Third Book as text.

Fall term, 3-4. An Assistant.

HIGH SCHOOL COURSE

2. PHYSICAL GEOGRAPHY. 12 WEEKS.

Credited from high schools. Required of all non-specializing students who have not studied the subject. Dryer's Physical Geography as text.

Winter term, 3-4. An Assistant.

COLLEGE COURSES

3. TEACHERS' GEOGRAPHY. 12 WEEKS.

Required of all students. It is the object of this course to give advanced instruction in the fundamentals of Geography that are connected with the globe, the map, the weather and climate. It finds its complement in Course 4. Class exercises and laboratory work.

Fall, winter and spring terms, three sections, 10-11, 11-12, and 1-2. Professor Jefferson and an Assistant.

4. PHYSIOGRAPHY OF THE LANDS. 12 WEEKS.

Course 3 is prerequisite and finds its complement in this course which is recommended for students who have an elective in the department. Class exercises and laboratory work with maps, models, and pictures. Text-book, Davis' Physical Geography.

Winter, 8-9, and spring 2-3. Professor Jefferson.

5. FIELD GEOGRAPHY. 12 WEEKS. TEACHERS' COURSE.

Courses 2 and 3 must precede. The course offers training in the use of the local "out-of-doors" in regular geography work. More than half the exercises are conducted in the open air.

Fall and Spring terms, 8-10. Professor Jefferson.

6. COMMERCIAL GEOGRAPHY. 12 WEEKS.

Course 3 is prerequisite. This course treats of the geographic control on the production and exchange of such commodities as cotton, wheat, iron, copper, wool and manufactured articles, to develop the principles underlying and guiding commercial activities. Adams' Commercial Geography.

Spring term, 3-4. An Assistant.

7. GEOGRAPHY OF THE UNITED STATES.
(Not given in 1903-4.)

8. GEOGRAPHY OF EUROPE.
(Not given in 1903-4.)

German and French

PROFESSOR RICHARD CLYDE FORD.

DR. IDA FLEISCHER

GENERAL STATEMENT

The library of the department comprises about 1000 volumes, besides a number of the leading pedagogical and literary journals of both languages which are on file in the reading room of the College.

From time to time through the year informal lectures will be given to the students of the department on the following characters and periods:—

The Literary Martin Luther.
Goethe and his Work.
Heine and the Romantic School.
Pestalozzi—A German Schoolmaster
Present Day Literature in Germany.
The Grand Century of Louis XIV.
Madame de Staël.
Victor Hugo.

German

PREPARATORY COURSE

1. FALL QUARTER.

   Pronunciation; grammar; (Thomas); conversation; sentence building; easy reading.

2. WINTER QUARTER.

   Grammar; conversation; written work; reading.
   A beginners' class will be started in the winter quarter.

3. SPRING QUARTER.

   Reading; composition; grammar.
   Continuation of Course 2.

The work of this year is intended to give the student a good pronunciation, and make him acquainted with the elements of the grammar and colloquial expression. The amount of matter read

will approximate 150 pages and will be chosen from beginning readers and easy stories. There will also be outside reading in English on subjects relating to modern Germany.

The work of the fist year is *preparatory*, hence does not count as a Normal credit, unless it be accompanied or followed by Latin, in which case a language credit of three quarters will be given to apply on the German or the Latin as the student prefers.

HIGH SCHOOL COURSES

4. FALL QUARTER.

Review grammar (Part I, Thomas). Reading matter chosen from Heyse's *Das Maedchen von Treppi*, Zschokke's *Das Wirtshaus zu Cransac*, Riehl's *Der Fluch der Schoenheit*, written work; conversation.

5. WINTER QUARTER.

Schiller's *Wilhelm Tell* or Lessing's *Minna von Barnhelm*; grammar (Part II); written exercises.

6. SPRING QUARTER.

Heine's *Harzreise* and poems; modern prose, etc.

In this year the student is introduced to real literature as such, and a constant endeavor is made to cultivate a literary appreciation of the authors studied. At the same time work in grammar and composition is emphasized in order to fix thoroughly in the learner's mind the structural features of the language. Miscellaneous readings in English are continued.

7. FALL QUARTER.

Two sections.

(a) Goethe's *Hermann und Dorothea*; review of grammar; written work. Dr. Fleischer.

(b) Schiller's *Maria Stuart*, etc., etc. Dr. Fleischer

8. WINTER QUARTER.

(a) Biography and travel; sight reading. Dr. Fleischer.

9. SPRING QUARTER.

(a) Current periodical literature; conversation. Dr. Fleischer.

(b) History and scientific prose; conversation. Dr. Fleischer.

The work of Courses 7, 8, 9 is a continuation both in spirit and matter of the preceding year. Only enough grammar work is done

to make the text intelligible, the emphasis of instruction being laid on extensive reading. Research work in English and German is now required.

COLLEGE COURSES

10. GERMAN LITERATURE OF THE 19TH CENTURY.

A suitable *Literaturgeschichte* will be used as an outline, illustrated by selections from Müller's *German Classics* and other texts which will be studied in class. Each student will also be expected to make himself familiar with some special author whom he will read and report upon.

FALL QUARTER.

The Romantic School and its influence. ProfessorFord.

11. WINTER QUARTER.

German literature between 1848-1870. Professor Ford.

12. SPRING QUARTER.

German literature since 1870. Professor Ford.'

13-14-15. HISTORY OF THE GERMAN LANGUAGE.

Two hours a week through the year. Professor Ford.

This is a course for those who contemplate teaching German and is designed to present in a systematic way the development of the language from the Middle Ages to the present time. The aim is not to discuss philological theories so much as to give an insight into the processes by which German has acquired its present structure and vocabulary. The work will center around the reading of texts in prose and verse from the various periods to form the basis for the discussion of the historical features of the grammar. The course will close in the spring quarter with a review of modern German grammar, supplemented with composition.

N. B. The plan is to give this course once in two years, alternating in 1904-5 with a similar course on the history of the French language.

16. TEACHERS' COURSE IN HISTORY AND METHODS OF MODERN LANGUAGE TEACHING.

Spring quarter, two hours. Professor Ford.

French

HIGH SCHOOL COURSES

1. FALL QUARTER.

   Pronunciation, grammar, (Part I, Fraser and Squair); reading.

2. WINTER QUARTER.

   Grammar continued; written exercises and conversation; reading.

3. SPRING QUARTER.

   Irregular verbs; written exercises; reading.

In this year of French particular attention is paid to the matter of pronunciation and the elementary principles of the grammar and colloquial expressions. From 300 to 400 pages of matter is read, chosen from such texts as Rollin's *French Reader*, Bruno's *Le Tour de La France*, Halévy's *L'Abbe Constantine*, Dumas' *La Tulipe Noire*, Benton's *Easy French Plays*, etc. There will also be reading in English on subjects relating to modern France.

COLLEGE COURSES

4. FALL QUARTER.

   Review of grammar; reading, with written work and conversation. Professor Ford.

5. WINTER QUARTER.

   Grammar; composition; reading. Professor Ford.

6. SPRING QUARTER.

   Syntax; composition; reading. Professor Ford.

The reading of this year is taken from such texts as Mérime's *Colomba*, About's *Le Roi des Montagnes*, Sarcey's *Le Siege de Paris*, *Historiettes Modernes* and DeVigny's *La Canne de Jonc*, supplemented with sight-reading from modern writers and outside matter in English.

7. FALL QUARTER.

   First 160 pages of Duval's *Histoire de la Litterature Francaise;* Moliere's *Le Bourgeois Gentilhomme;* Corneille's *Le Cid*; Racine's *Esther*. Professor Ford.

8. WINTER QUARTER.

   Duval's *Histoire*, etc. Pages 160-263. Letters of Madame de Sévigné; Voltaire's prose. Professor Ford.

9. SPRING QUARTER.

Duval's *Histoire de la Litterature Francaise* concluded. Lamartine's *Scenes de la Revolution Francaise;* Hugo's *Hernani;* Musset's *Comedies;* De Vigny's *Cinq Mars*. Professor Ford.

The year's work as outlined in the preceding courses is planned to give the student a systematic review of French literature since the 16th century. The main periods and authors are carefully outlined and studied, and the literary currents setting into the subsequent centuries are followed up.

History

PROFESSOR JULIA ANNE KING.

MISS MARY PUTNAM. MISS BERTHA G. BUELL.

MISS FLORENCE SHULTES.

HIGH SCHOOL COURSES

1. GENERAL HISTORY. 36 WEEKS.
   An elective open to all students. The work is based upon a text-book. Begins the fall quarter. 10-11. Room 47. Miss Shultes.

2. THE HISTORY OF ENGLAND. 24 WEEKS.
   Text-book: Coman and Kendall. Begins each quarter. 8-9. The second half of the course also occurs each quarter. 3-4. Room 48. Miss Buell.

3. THE POLITICAL HISTORY OF THE UNITED STATES. 12 WEEKS.
   Course 3 presupposes course 2, or an equivalent. Text-book: McLaughlin. Fall and spring quarters. 2-3. Room 48. Miss Buell.

COLLEGE COURSES

The following courses are open to students who are specializing in the different departments, or are upon the last two years of the course, or are doing post-graduate work.

4. THE ADVANCED COURSE IN GENERAL HISTORY. 24 CONSECUTIVE WEEKS. Course 4 presupposes Course 1.
   Text-book: Adams's European History. Winter and spring quarters. 4-5. Room 48. Miss Buell.

5. THE HISTORY OF GREECE TO THE CONQUEST BY THE ROMANS. 12 WEEKS.
   Courses 5, 6, 7, 8, will be elected by students taking history as a major. Text-book: West, with assigned reading. Fall quarter. 11-12, and 3-4. Room 47. Miss Shultes.

6 THE HISTORY OF ROME TO THE FALL OF THE ROMAN EMPIRE. 12 WEEKS.
   Supplementary to course 5. It is urged that courses 5 and 6

follow each other in the order named. Text-book: West, with assigned reading. Winter quarter. 11-12. 3-4. Room 47. Miss Shultes.

7. THE MEDIÆVAL HISTORY OF EUROPE FROM 800 to 1500. 12 WEEKS.

Text-book: Thatcher, with assigned reading. Spring quarter, 11-12 and 3-4. Room 47. Miss Shultes.

8. THE MODERN HISTORY OF EUROPE. 12 WEEKS 1500 TO THE PRESENT TIME.

Text-book: Schwill, with assigned reading. Fall quarter. 11-12 and 3-4. Room 47. Miss Shultes.

9. ADVANCED COURSE IN ENGLISH HISTORY. 12 WEEKS.

This course, with courses 4 and 10, is arranged for students from the high schools who desire to give but a limited time to history. It presupposes course 2. Winter quarter, 9-10. Room 47. Miss Shultes.

10. ADVANCED COURSE IN AMERICAN HISTORY. 12 WEEKS.

This work is designed for the graduates from the high schools, and presupposes course 3 or an equivalent. The work is arranged with special reference to teaching the subject. Fall quarter. 9-10. Room 45. Miss Putnam.

11. THE TEACHERS' HISTORY. 12 WEEKS.

Course 11 presupposes such knowledge as may be gained from the required courses or from the usual high school course. Some knowledge of psychology is also indispensable. Lectures, discussions, assigned reading, and the handling of primary material. Each quarter, 8-9 and 10-11. Room 49. Professor King.

12. THE TEACHERS' CIVICS. 12 WEEKS.

Course 12 presupposes a knowledge of the facts of civil government and courses 2 and 3, or an equivalent. Lectures, with assigned reading. Each quarter. 8-9 and 10-11. Room 45. Miss Putnam.

13. POLITICAL ECONOMY. 12 WEEKS.

Text-book: Walker, supplemented by lectures, discussions, and written reports. Winter quarter. 9-10. Room 45. Miss Putnam.

14. POLITICAL SCIENCE. 12 WEEKS.

Course 14 presupposes course 12, in which the student must have shown aptitude for the study. Lectures, with assigned opics for investigations. Spring quarter. 9-10. Room 45. Miss Putnam.

15. A STUDY OF SOCIETY. 12 WEEKS.

Course 15 is intended for advanced students. It presupposes some knowledge of history and also of elementary investigation. The course follows a brief text-book, supplemented by library reading, discussion, and written report. Spring quarter. 11-12. Room 49. Professor King.

16. THE INDUSTRIAL HISTORY OF THE UNITED STATES. 12 WEEKS.

Text-book, supplemented with research work. Fall quarter. 11-12. Room 49. Professor King.

17. THE POLITICAL AND CONSTITUTIONAL HISTORY OF ENGLAND. 24 CONSECUTIVE WEEKS.
Not given in 1903-4.

Course 17 presupposes such knowledge of English history as may be gained from courses 2 and 9.

The course follows outlines arranged for library work. Discussions and written reports. Winter and spring quarters. 8-9. Room 47. Miss Shultes.

18. THE FORMATION AND DEVELOPMENT OF THE CONSTITUTION OF THE UNITED STATES. 24 CONSECUTIVE WEEKS.

Not given in 1904-5.

Course 18 makes an intensive study, using largely source material. Discussions and reports. Fall and winter quarters. 2-3. Room 45. Miss Putnam.

19. HISTORICAL METHOD. 12 WEEKS.

Course 11 must precede course 19. Fall quarter. 11-12. Room 49. Professor King.

20. PRIMARY HISTORICAL MATERIAL. 12 WEEKS.

Course 20 presupposes courses 11 and 19, Class teaching from source material, research, and written exposition. Winter quarter. 11-12. Room 49. Professor King.

Latin and Greek

PROFESSOR BENJAMIN L. D'OOGE.

MISS HELEN B. MUIR. DR. GEORGE V. EDWARDS.

Latin

PREPARATORY COURSES

1. Beginners' Latin.
   Fall quarter. 2-3. Room 23. Miss Muir.
2. Beginners' Latin. Winter quarter, 2-3. Room 23. Miss Muir.
3. Beginners' Latin and Viri Romae, or Second Year Latin. Spring quarter. 2-3. Room 23. Miss Muir.

Courses 1-3 are preparatory, and students are urged to come with at least one year of Latin. Preparatory Latin does not receive credit on the Normal course unless it be accompanied or followed by German, in which case credit for language work for three quarters will be given, to apply either upon Latin or German.

HIGH SCHOOL COURSES

4. Viri Romae, or Second Year Latin, and Latin Composition.
   Fall quarter. 11-12. Room 23. Miss Muir.
5. Cæsar and Latin Composition. Winter quarter. 11-12. Room 23. Miss Muir.
6. Cæsar and Latin Composition. Spring quarter. 11-12. Room 23. Miss Muir.
7. Cicero and Latin Composition. Fall quarter. 9-10. Room 23. Miss Muir.
8. Cicero and Latin Composition. Winter quarter. 2-3. Room 23. Miss Muir.
9. Ovid and Mythology. Spring quarter. 10-11. Room 22. Dr. Edwards.

The work in mythology is conducted by means of carefully prepared reading courses which serve not only to teach the myths of Greece and Rome, but also to explain the presence of these myths in our modern literature.

10. Ovid. Fall quarter. 11-12. Room 34. Professor D'Ooge.
11. Vergil. Winter quarter. 9-10. Room 34. Professor D'Ooge.
12. Vergil. Spring quarter. 9-10. Room 34. Professor D'Ooge.

COLLEGE COURSES

13. Livy and Latin Composition. (2 sections.)
    Fall quarter. 8-9 and 10-11. Room 22. Dr. Edwards.
14. Livy and Latin Composition. (2 sections.)
    Winter quarter. 8-9 and 10-11. Room 22. Dr. Edwards.
15. Latin Selections. Spring quarter. 8-9. Room 34. Dr. Edwards.
16. Horace. Fall quarter. 8-9. Room 34. Professor D'Ooge.
17. Horace. Winter quarter. 8-9. Room 34. Professor D'Ooge
18. Latin Comedy. Spring quarter. 8-9. Room 34. Professor D'Ooge.
19. Latin writing I (3 times).
    Spring quarter. 10-11. Room 22. Professor D'Ooge.

This course is open to such only as have had at least four years of the language. It is designed to meet the needs of those who look forward to teaching Latin, and combines drill in the translation of connected English into idiomatic Latin with a thorough review of syntax.

20. Latin Sight Reading (3 times).
    Fall quarter. 10-11. Room 34. Professor D'Ooge.

Open to such only as have had at least three years of Latin. This course affords systematic drill in the building of a vocabulary, and in the principles underlying the structure of the Latin sentence, so that the peculiarities of order may become thoroughly familiar and progress in reading be easier and more rapid.

21. Teachers' course in Cæsar, Cicero, and Vergil.
    Winter quarter. 11-12. Room 34. Professor D'Ooge.

This course is required of all who expect to teach Latin and is open to such only as have had at least five years of the language. The lectures present: (1) a brief history of the Latin language and its relation to other languages; (2) the justification of Latin in the secondary school; (3) problems and methods of teaching secondary Latin; (4) pronunciation, quantity, prosody; (5) a general bibliography and a consideration of the best text-books; (6) ancient books

and the general principles of textual criticism. Students who are specializing may take this course as one of the required teachers' courses.

22. Historical Latin Grammar (3 times). Winter quarter. 10-11. Room 34. Professor D'Ooge.

Course 22 is open only to those that have had at least five years of Latin.

23. Latin Writing II (2 times). Fall quarter. 10-11. Room 34. Professor D'Ooge.

Course 23 is an advanced course and presupposes a credit in Latin Writing I. While the latter has most to do with matters of syntax, the former is devoted to a study of style and diction.

24. Latin Inscriptions (2 times). Winter quarter. 10-11. Room 34. Professor D'Ooge.

Course 24 may be elected only by such as obtain special permission from the head of the department.

Greek

HIGH SCHOOL COURSES

1. Beginners' Greek. Fall quarter. 8-9. Room 23. Miss Muir.
2. Beginners' Greek. Winter quarter. 8-9. Room 23. Miss Muir.
3. Beginners' Greek and Anabasis. Spring quarter. 3-4. Room 23. Miss Muir.
4. Anabasis and Greek Composition. Fall quarter. 9-10. Room 34. Professor D'Ooge.
5. Anabasis and Greek Composition. Winter quarter. 9-10. Room 34. Professor D'Ooge.
6. Homer's Iliad. Spring quarter. 9-10. Room 22. Dr. Edwards.

COLLEGE COURSES

7. Homer's Odyssey. Fall quarter. 1-2. Room 23. Miss Muir.
8. Homer's Odyssey, Lysias and Greek Composition. Winter quarter. 1-2. Room 23. Miss Muir.
9. Lysias and Greek Composition. Spring quarter. 1-2. Room 23. Miss Muir.

No student may take up Greek who has not had at least one year of Latin. It is so important an adjunct of Latin that all who are preparing to teach the latter, are urged to take at least one year of Greek. A fair knowledge can be obtained in that time.

COURSE IN GREEK ART

1. Greek Art and Archæology for beginners (2 times). Spring quarter. 4-5. Room 34. Professor D'Ooge.

This course is open not only to classical students, but also to others upon special application and permission from the head of the department. The course will be given by lectures and illustrated by the stereopticon (not given in 1904).

The department has a well equipped classical library of more than 500 volumes, representing standard authorities in English, French and German. Large accessions to this collection are being made year by year, and the facilities of this nature are ample for all our purposes of study and investigation. Strong emphasis is laid upon collateral reading in connection with all classical authors. The department is also well supplied with maps, charts, and photographs, of which constant use is made, and additional illustrative material has recently been provided in the shape of a large collection of lantern slides.

The work offered by the department is amply sufficient for the thorough training of teachers for the best secondary schools.

Mathematics

PROFESSOR ELMER A. LYMAN.

ASSOCIATE PROFESSOR JOHN C. STONE.

MISS ADA A. JOSTON. MISS KATE R. THOMPSON.

PREPARATORY COURSE

1. PREPARATORY ARITHMETIC.

A thorough drill in the fundamental parts of arithmetic. The aim of this course is to secure rapidity and accuracy in computing. Fall and winter quarters. Room 39. Miss Thompson.

HIGH SCHOOL COURSES

The following courses are required of all regular four-years' course students:

2. ALGEBRA 1. 12 WEEKS.

Elementary algebra through equations of the first degree with two unknown quantities. Text-book: Milne's Academic Algebra. Fall and spring quarters. Room 39. Miss Thompson.

3. ALGEBRA 2. 12 WEEKS.

A continuation of Algebra 1 to quadratic equations. Fall and winter quarter. Room 39. Miss Thompson.

4. ALGEBRA 3. 12 WEEKS.

A continuation of Algebra 1 and 2 through quadratic equations. Winter and spring quarters. Room 39. Miss Thompson.

5. PLANE GEOMETRY 1. 12 WEEKS.

An elementary course in plane geometry through rectilinear figures and the equality of polygons. Text-book: Wells' Essentials. Fall and spring quarter. Room 39. Miss Thompson.

PLANE GEOMETRY. 12 WEEKS.

A continuation of course 6. Plane geometry completed. Fall and winter quarters. Room 39. Miss Thompson.

7. SOLID GEOMETRY. 12 WEEKS.

Text-book: Wells' Essentials. Spring quarter. Room 50 A. Associate Professor Stone. Room 39. Miss Thompson.

COLLEGE COURSES

8. TEACHERS' ARITHMETIC. 12 WEEKS.

This course is carried on partly by lectures on the history and pedagogy of the subject, and partly by a review of the typical parts of the subject. This course must be preceded by all the high school courses given above. Text-book: Beman and Smith. *Required of all students.* Offered each quarter. Room 50. Professor Lyman. Room 50 A. Associate Professor Stone. Room 50 B. Miss Norton.

9. METHODS IN ALGEBRA. 12 WEEKS.

This course covers the work in secondary schools, and is designed for teachers or those who intend to become teachers. Special attention will be paid to the history aud pedagogy of the subject. Fall quarter. Room 50. Professor Lyman.

10. METHODS IN GEOMETRY. 12 WEEKS.

A review of plane and solid geometry. Special attention will be paid to methods and presentation of the subject. Winter quarter. Room 50. Professor Lyman.

11. HISTORY OF MATHEMATICS. 12 WEEKS.

This course is designed to show the student how the subjects he is to teach have developed. Students have access to the large collection of books in the library. Spring quarter. Room 50 B. Miss Norton.

Course 12 or 13 is required of all students taking the general course.

12. TRIGONOMETRY. 12 WEEKS.

Elementary course in plane and spherical trigonometry. Presupposes all high school courses. Text-book: Lyman and Goddard. Each quarter. Room 39. Miss Thompson.

13. HIGHER ALGEBRA 1. 12 WEEKS.

Besides giving a more comprehensive view of elementary algebra than could be given in courses 2, 3, 4, a thorough

study is made of the idea of a function, the remainder theorem, symmetry, variation, the progressions, determinants and the graph. Presupposes all high school courses. Text-book: Taylor's College Algebra. Each quarter. Room 50 B. Miss Norton.

14. HIGHER ALGEBRA 2. 12 WEEKS.

Higher Algebra 1 continued through the text, and additional work given on the theory of the equation. Each quarter. Room 50 A. Associate Professor Stone.

15. ANALYTICAL GEOMETRY. 12 WEEKS.

An elementary course in analytical geometry. Presupposes all the previous courses except 9, 10, and 11. Text-book: Tanner and Allen. Fall quarter. Room 50. Professor Lyman.

16. DIFFERENTIAL CALCULUS. 12 WEEKS.

Presupposes course 15. Text-book: Snyder and Hutchinson. Winter quarter. Room 50. Professor Lyman.

17. INTEGRAL CALCULUS. 12 WEEKS.

Text-book: Snyder and Hutchinson. Spring quarter. Room 50. Professor Lyman.

18. THEORY OF EQUATIONS. 12 WEEKS.

This course presupposes courses 13 and 14. Text-book: Burnside and Panton. Chapters I-X. Spring quarter. Room 50 A. Associate Professor Stone.

More advanced courses in mathematics will be offered to meet the demands of the degree courses.

Music

PROFESSOR FREDERIC H. PEASE.

MR. MINOR E. WHITE.

MISS CLYDE E. FOSTER. MISS MYRA L. BIRD.

HIGH SCHOOL COURSES.

1. ELEMENTS OF VOCAL MUSIC 1. 12 WEEKS.

   Text-book: Pease's Singing Book. Summer, fall, and spring quarters. 9-10. Winter quarter. 10-11 Mr. White. No credit given unless followed by course 2.

As the foundation of all future study is laid in this class, it should be considered of more importance than any other.

The work consists of a careful development of the science of music from the very beginning, together with practical study of sight-reading, voice and ear training.

2. ELEMENTS OF VOCAL MUSIC 2. 12 WEEKS.

   Same text-book as in 1. Summer and spring quarters. 11-12. Winter quarter. 9-10. Mr. White. For elements of vocal music 1 and 2 a credit of 24 weeks is given.

3. SIGHT READING. 12 WEEKS.

   Text-book: Hallam's Graded Exercises. Winter quarter. 9-10. Miss Bird.

A part of the time in this course will be given to sight-reading in instrumental music. No credit is given unless a course in elements of vocal music, either 1 or 2, is also taken.

COLLEGE COURSES

4. TEACHERS' COURSE IN MUSIC. 12 WEEKS.

   Text-book: First Reader of Modern Music Series, and Rote Song Book by Ripley and Tapfer.
   Summer quarter. 9-10. Miss Towner. Fall quarter, 8-9, 2-3. Winter quarter. 8-9. Spring quarter. 8-9, 2-3. Professor Pease. Miss Foster.

This is the only prescribed course in the College, all other classes being optional. It does not presuppose a knowledge of music, except familiarity with the rudiments of music as taught in the elements of vocal music class courses.

Students in this class of twelve weeks are prepared especially for teaching singing in the eight grades. Observation of this work is made at the training school. Full credit given.

5. KINDERGARTEN MUSIC. 12 WEEKS. SUMMER TERM.

Text-book: Primer of Modern Music Series. Miss Towner. Fall quarter. 8-9. Miss Foster. Full credit given.

The work in this class consists of a study of the care and guidance of the young child's voice, the development of a feeling for rhythm, the training of monotones, and the manner of presenting songs to children.

A sequence of games and songs for the year is memorized, and the playing of such music as is used in the marches and games is emphasized.

6. METHODS IN HIGH SCHOOL MUSIC. 12 WEEKS.

This class is devoted largely to theory and professional work for advanced or high school grades. It is a continuation of the teachers' course and of elements 1 and 2, which precede it. Text-books: Academy Song Book and Pease's Singing Book. Spring quarter. One section. 9-10. Room 2, Conservatory. Professor Pease. 12 weeks credit.

7. HISTORY AND LITERATURE OF MUSIC 1 AND 2. 24 WEEKS.

A course giving an outline of music and musicians, with a course of reading relating to musical literature. Text-books: Filmore's Musical History and Dickinson's Outline of History. Fall and winter quarters. 8-9. Miss Bird.

8. DEPARTMENT TEACHING. 12 WEEKS.

Required in public school and music and drawing courses. Teaching done under Miss Foster's supervision.

9. VOICE CULTURE. 12 WEEKS.

Summer quarter. 10-11. Miss Towner and Professor Pease. Fall quarter. 9-10. Winter quarter. 8-9. Spring quarter. 11-12. Miss Bird. Mr. White.

There are two classes in voice culture of one quarter each. The voice, its development, culture, resonance, permeation, together with the art of singing, including rendition, pronunciation, articulation, and expression, are the subjects taught, the professional instruction being dwelt on at each point. For 24 weeks of class work 12 weeks credit is given.

10. VOICE CULTURE 2. 12 WEEKS.

Fall quarter. 10-11. Winter quarter. 10-11. Spring quarter. 9-10. Miss Bird. Mr. White.

11. ARTISTIC CLASS IN SINGING. 12 WEEKS.

To prepare for singing in public. It meets twice a week. Fall, winter, and spring quarters. 10-11. Professor Pease.

12. HARMONY 1. 12 WEEKS.

Text-book. York's Harmony Simplified and Bridge's Harmony. Summer quarter. 10-11. Fall quarter. 11-12. Winter quarter. 11-12. Mr. White. Miss Bird.

The study in harmony follows that in methods in High school music, and continues through three terms. Harmony 1 is also given during the fourth term. Harmony is taught both as a science and as an art, and is made the basis for further progress in counterpoint and composition. It is also the foundation for a better understanding of piano and organ music, and a help in learning to read music at sight.

13. HARMONY 2. 12 WEEKS.

Same text as in 1. Winter quarter. 11-12. Spring quarter. 10-11. Miss Bird. Mr. White.

14. HARMONY 3. 12 WEEKS.

Spring quarter. 10-12. Miss Bird. Same text as in 1 and 2. 36 weeks credit.

15. PRACTICAL HARMONY. 12 WEEKS.

An application of harmony study to the piano forte, and a further training in the mental conception of tones in melodies and in chords. Text-book: Bussler. Spring quarter. 8-9. Miss Bird. 12 weeks credit.

16. COUNTERPOINT. 12 WEEKS.

Text-book: Bridge's and Norris's Counterpoint. Fall quarter. 11-12. Professor Pease.

Counterpoint is given during the fall, winter, and spring quarters, and should follow harmony. It includes the five species in two, three, and four voices. A part of the time is devoted to combined counterpoint.

17. COUNTERPOINT 2. 12 WEEKS.

Same text-book used as for Counterpoint 1. Winter quarter. 11-12. Professor Pease.

18. COUNTERPOINT 3. 12 WEEKS.

Same text-book used as for 1 and 2. Spring quarter. 11-12. Professor Pease. Full credit.

19. FORM AND COMPOSITION 1. 12 WEEKS.

Text-Books: Stainer's Form in Composition, and Goodrich's Musical Analysis. Fall quarter. 9-10. Professor Pease.

Composition is continued during the fall, winter, and spring quarters, and is the practical application of the previous studies in harmony and counterpoint.

20. FORM AND COMPOSITION 2. 12 WEEKS.

Same text-book as in 1. Winter quarter. 9-10. Professor Pease.

21. FORM AND COMPOSITION 3. 12 WEEKS.

Same text-book as in 1 and 2. Spring quarter. 8-9. Professor Pease and Miss Bird. Full credit.

SCIENCE AND MANUAL TRAINING BUILDING • STATE NORMAL COLLEGE • YPSILANTI, MICHIGAN.

Natural Sciences

PROFESSOR WILL H. SHERZER.

MISS JESSIE PHELPS.

MISS MARY A. GODDARD. MR. S. D. MAGERS.

The opening of the new science building for the summer school will greatly increase the facilities of the department and render possible a grade of work which could not before be attempted. The laboratory courses in physiology, zoölogy, botany and geology require two hours daily, but into these two periods is intended to be brought *all* the work of the class, including preparation of notes, library assignments, reviewing for quizzes, etc. In the preparatory physiology, structural and systematic botany, these two periods must be consecutive. In the other laboratory classes it is very desirable that the hour preceding, or immediately following, the class hour be left open and this should be done whenever the schedule will possibly permit. Students seeking electives in the department are urged to make their selection early in the year and then note the quarter, or quarters, in which these subjects are offered.

HIGH SCHOOL COURSES

1. PREPARATORY PHYSIOLOGY.

This course is intended as a preparation for the Teachers' Course in Physiology for those who enter with insufficient knowledge of the subject. It illustrates the method of basing the teaching of physiology upon zoölogy and may be taken with profit by those who desire a knowledge of laboratory methods. For graduates of high schools who have had no physiology above the grades the course is counted as an elective and should be taken by such *special* as well as *general* students. The frog is used as a basis for the work, its various structures being dissected and its tissues examined with the microscope, in order that its physiology may be better understood. Constant reference is made to the

human subject, Martin's Human Body (Briefer Course) being used as a text. Two consecutive hours are required. Fall and spring quarters. Zoölogical laboratory. Miss Phelps.

2. STRUCTURAL BOTANY.

This course serves as an introduction to the biological sciences and should be taken by all high school graduates whose botanical work was incomplete or unsatisfactory. For such students the course counts as a regular college elective. It teaches the gross and cellular structure of plants, together with their life activities. Special emphasis is laid upon the processes of respiration, starch formation and the part the sun's energy plays in plant life. It includes work with the compound microscope and observational and experimental work in the laboratory. Two consecutive hours. Lectures and quizzes. No text. Fall and winter quarters. Botanical laboratory and lecture room. Miss Goddard.

3. SYSTEMATIC BOTANY.

This course aims to give the student a general view of the plant kingdom. Typical forms of each group of Cryptogams (non-flowering plants) are studied and also of the Phanerogams, or flowering plants. A study is made of the winter buds of our common trees and shrubs, noting especially their protective devices and considering their importance. This work is followed by an outdoor study of the more common forest and fruit trees. Attention is given to the morphology of the root, stem, leaf and flower, the subject of fertilization, distribution, etc. Laboratory and field work, lectures and quizzes. Two consecutive hours. Gray's Manual is used for identification. It would be well to precede this by course 2. Spring quarter only. Botanical laboratory and lecture room. Miss Goddard.

4. DYNAMICAL GEOLOGY.

This course is intended to give some idea of the agencies which have determined the shape and character of the earth's surface, and which are still at work in modifying it. These

are classified under the following heads: atmospheric, aqueous, organic, and igneous agencies. The work consists of recitations, reports upon special topics, lectures, and field lessons. The lantern and collection of photographs are made much use of throughout the course. Brigham's Geology is used as a text. Winter quarter only. Geological lecture room. Professor Sherzer.

5. HISTORICAL GEOLOGY.

A study of the evolution of the earth and its inhabitants by means of lectures, reading, recitations, and museum work upon fossil forms. Previous work in botany, zoology, and dynamical geology is desirable. The geological column is taken up in order and brought down to the historic period. The character of the rocks is studied, thickness, home and foreign localities, their teachings, economic products, and forms of life. Especial attention is given to the structure of our own state, a geological map and sections being prepared by each student. Spring quarter only. Geological lecture room. Professor Sherzer.

COLLEGE COURSES

6. MINERALS AND ROCKS.

This is a practical course in the study of our common minerals and rocks. Blowpipe methods and simple chemical manipulation are taught. Individual collections are made from the field, identified and catalogued. Especial attention is given to Michigan minerals, their occurrence, formation, and economic importance. An elementary knowledge of chemistry will be found helpful. Fall quarter only, with an abridged course during the summer session. Geological laboratory and lecture room. Professor Sherzer.

7. CRYPTOGAMIC BOTANY.

This is a course in the so-called flowerless plants. A series of typical forms is studied, passing from the algae to the mosses, ferns and equisetum. Special attention is given to the subject of reproduction in the different forms and to alternation of generations. Stress is laid upon the evidence of plant evolution. Laboratory work and lectures, with

some field work. No text. Fall quarter only. Advanced botanical laboratory. Miss Goddard.

8. PLANT PHYSIOLOGY.

This is a course designed to give the student an opportunity to do individual experimental work in the laboratory, in order that he may become familiar with the handling of laboratory equipment and the setting up of experiments. It deals mainly with advanced physiology, taking up problems of growth, irritability, the nature of stored food, the action of organized and unorganized ferments and the fertility of the soil. A study of cell division is made. This course should be preceded by courses 2 and 3, or their equivalent. Students who are planning to take Chemistry of Common Life, or other work in chemistry, will find it helpful to do so, if possible, before taking this course. Winter quarter only. Advanced botanical laboratory. Miss Goddard.

9. PLANT ECOLOGY.

The work in this course is designed especially for those who received credit in the two elementary courses in botany on entering the Normal, but who desire an additional course to prepare them for teaching the subject. It is also a practical course for those who have taken courses 2 and 3 in the Normal. A study of plant societies is made, grouping plants according to the amount of light and moisture they require. Attention is given to the structural adaptation to environment and to the habits of plants. Such ecological subjects as cross-pollination and seed distribution receive special attention, stress being laid on their relation to the perpetuation of species. This course will consist largely of outdoor study. A brief time toward its close will be devoted to a discussion of botanical texts and reference books and to the question of high school courses. Spring quarter only. Botanical laboratory. Miss Goddard.

10. ELEMENTARY ZOÖLOGY.

This course is arranged primarily for those whose time and line of work permit them to elect but one quarter of zoology. No previous preparation is necessary. The forms studied

are those suggested for nature study in the grades. No dissection is done, but the animals are studied as far as possible living and in the field. At least one field trip each week will be given. The class work deals for the most part with problems of habit and adaptation, and instruction in the collecting and keeping of such material as the grade teacher uses in her school room. Each student will keep a bird calendar, help set up self-sustaining aquaria and make an insect collection, besides being assigned personal tasks in the laboratory. The forms studied are: Birds; frogs and toads, their eggs and tadpoles; fish; snails and other shelled forms; crayfish; insects, especially the grasshopper, bees, and silkworm; earthworm, habits and use; and fresh water microscopic forms. Fall and spring quarters. Zoological laboratory. Miss Phelps.

11. GENERAL ZOOLOGY 1.

This course lays the foundation for a year's work in zoology and will be followed in close sequence by general zoology 2, 3 and 4. It seeks therefore to establish the general underlying principles of all life, both of the plant and animal world. To this end it presents to the student the simplest microscopic forms which lie on the border between the animal and plant kingdoms. The make-up and activity of the "life substance," the development of the more complex animals from the simpler ones, are a few of the topics discussed in informal talks. The specific forms studied in the laboratory are: (1) The microscopic one-celled animals, the protozoans. (2) The hydra, the fresh water jelly-fish of our streams, and other related marine forms. (3) The starfish and its near relative, the sea urchin. The development of these forms from the egg will also be studied microscopically by means of preserved material. (4) The growth and development of cells in the skin of the salamander and the white fish embryo.

The course is recommended to beginners in zoology who are looking forward to further work; and to students desiring good foundation work in human physiology. No text is used, the whole being presented chiefly by the laboratory

method. Fall quarter only. Zoological laboratory. Miss Phelps.

12. GENERAL ZOOLOGY 2

Follows General Zoology 1 by which, or its equivalent, it must be preceded. Animals next in the scale of complexity are studied in the order of development. General topics such as, form of body, adaptation, development of nervous system, etc., will be presented by informal talks and also by means of some general text. The forms used in the laboratory are: (1) The earthworm. Its peculiar place in the classification of animals and its unparalleled function in agriculture serve as points of departure in the study of its habits and structure. (2) The fresh water mussel, a close relative of the oyster, and the common snails are the mollusks studied. (3) The crayfish or lobster and the crab. (4) Insects. The structure and physiology of the grasshopper or beetle. Winter quarter only. Zoological laboratory. Miss Phelps.

13. GENERAL ZOOLOGY 3.

This is a continuation of General Zoology 2, but is given in such a way as to be open to beginners. The development of the vertebrate type will be presented to the class for the sake of establishing and illustrating the cardinal principles of evolution. The laboratory work consists of: (1) Collecting and preserving of insects, and the study of the development of the silk moth from the egg. (2) Lowest vertebrates (Amphioxus, Petromyzon, Perch). (3) The frog, development, structure and physiology. About half the time of the course will be given to the study of the frog. Especial attention will be devoted to the circulatory and muscular systems with the desire to supplement the physical training courses. Spring quarter only. Zoological laboratory. Miss Phelps.

14. GENERAL ZOOLOGY 4.

This follows in natural sequence 1, 2, and 3. It must be preceded by 3 or its equivalent; by 1 and 2; or preparatory physiology as given in the department. It is designed to accompany or precede Teachers' Physiology in that it

deals with the higher vertebrate forms. The laboratory work consists of the dissection of a bird and some small mammal. Especial emphasis will be placed on the nervous systems with the aim of supplementing the work in psychology. Winter quarter only. Advanced zoological laboratory. Miss Phelps.

15. BIOLOGICAL TECHNIQUE (a) 6 WEEKS' CREDIT.
" " (b) 12 " "

These courses are offered to students who are preparing to teach the biological sciences, or who desire special practice in manipulating laboratory instruments and material. They must be preceded by at least one quarter's laboratory work in both zoology and botany. Practice will be given in collecting, preserving and mounting microscopic animal and plant material: in cutting and mounting microscopic sections used in zoology, botany and physiology, such as: Sections of bone, muscle, leaf, stem, etc., etc.; in making anatomical preparations of zoological material for class demonstrations, such as: The injecting and dissection of the vascular systems of a series of forms, dissection of the nervous systems of a similar series, the mounting of skeletons, etc.
The course may be elected as a six weeks' or a twelve weeks' course. Biological Technique (a) requires five hours in the laboratory each week. Biological Technique (b) requires ten hours per week. Pupils will be asked to provide their own slides, covers and boxes. Winter quarter only. Advanced zoological laboratory. Miss Phelps.

16. TEACHERS' PHYSIOLOGY.

This being a college course a broader view and a deeper insight is intended than is possible in the high school work which is supposed to have preceded it. Students who have not had courses in chemistry, botany and zoology, but purpose to take them, are therefore recommended to do so, before electing this course. The course is given by means of lectures, demonstrations, and experiments. As much as one period per week will be devoted to laboratory work on the part of the students. Especial emphasis is being laid on ygiene, sanitation and contagious diseases. Four sections

are offered each quarter. Thornton's Human Physiology is used as a reference. Zoological lecture room. Mr. Magers.

17. PRIMARY NATURE STUDY.

This course is designed for those who will teach in the elementary schools, or who will supervise such teaching. It is very largely a lecture course. The principles of natural selection and the doctrine of evolution are discussed as they relate to plants, animals, and the child. The purposes of nature study, the principles of method, and a detailed primary course are presented. Devices for the keeping of live material in the school room are exhibited in operation and described. Each quarter, with an abridged course during the summer session. Zoölogical lecture room. Professor Sherzer.

18. DEPARTMENT TEACHING.

The opportunity is offered to a limited number, who are looking forward to high school work, to assist in the management of some of the regular laboratory classes. Each such pupil gains experience in giving individual assistance in the laboratory, in the inspection of notes and drawings, the collection and preparation of material, the setting up of experiments, and the presentation to the class of certain selected topics. Opportunity is afforded a few to teach regularly in the high school classes of the Training School.

SPECIAL STUDENTS

Students of special aptitude in the natural sciences and with some successful experience in teaching are invited to make application for enrollment as special students of the department, after one or more subjects have been completed. A limited number of such students will be accepted, only as many as there is reasonable hope of locating in our Michigan high schools. A "Nature Study Club," composed of such students and the department corps of teachers will be maintained for the purpose of conducting special investigation and securing evening lectures of a more or less popular type. During the past spring considerable field work was done upon birds and trees.

The Physical Sciences

PROFESSOR E. A. STRONG.

MR. FRANK MELLENCAMP. MR. B. W. PEET.

MR. A. E. PARKINS.

HIGH SCHOOL COURSES

All rooms in the new science building.

1. PHYSICS 1. A course in the mechanics of solids and fluids, richly demonstrative, supplemented by laboratory work, and reinforced by abundant problems and exercises. This is regarded as the fundamental subject in physics, and is assigned to all whose preparation in this subject has been incomplete. Follows a good course in algebra and plane geometry. Every term. Daily, with laboratory work. Mr. Mellencamp. Rooms 6 and 11. First hour, continued the second.

2. PHYSICS 2. An elementary course in sound, heat and light, with abundant demonstrative and laboratory experimental work. Like the preceding course it uses the graphical method freely, and employs the processes of algebra and geometry constantly. Daily, with laboratory work. Follows course 1 or 3. Mr. Mellencamp. Rooms 6 and 11. Twice a year. Second and third hours.

3. PHYSICS 3. Magnetism and electricity. A full demonstrative course, with students' table work, mainly in electrical measurements. Follows courses 1 or 2, above. Daily. Mr. Mellencamp. Room 6. Twice a year. Second and third hours.

4. CHEMISTRY OF COMMON LIFE. 12 WEEKS.

A brief popular course in the elements of inorganic and organic chemistry for the benefit of teachers in the grades who are not able to take more extended work. It is also designed for those students who desire to understand chemical allusions in other subjects of study, and to know something of the chemistry of daily life. No previous knowlege of chemistry is necessary. Those students desir-

[illegible] course in chemistry should elect Chem- [illegible] Room 14. Mr. Peet. Every term. First [illegible]

[illegible] 12 WEEKS.

[illegible] non-metals, hydrogen, oxygen, nitrogen, chlo- [illegible] principal compounds; the gas laws and laws of [illegible], atomic theory, and the chemical equation. Lec- [illegible] laboratory and text-book work. The laboratory hours [illegible] with the instructor. Laboratory work is offered [illegible]. Rooms 14 and 18. Fall term. Seventh hour. Mr. [illegible] Parkins.

[illegible] 2. 12 WEEKS.

[illegible] of the element carbon, some of the simpler compounds [illegible], molecular formulas, valence, periodic law, chlorine group, [illegible] nitrogen group, carbon group, dissociation theory, and a few [illegible] in organic chemistry. It is a continuation of chemistry 1, [illegible] completes the study of the non-metals. The additional labora- [illegible] hours are to be arranged with the instructor. Laboratory work [illegible] from 10-11 and 1-2. Rooms 14 and 18. Winter term. [illegible]. Mr. Peet and Mr. Parkins.

7. GENERAL ASTRONOMY. Astronomy 1. Has reference to teach- ers who desire to prepare to teach nature-study in the grades. Three days a week, with abundant laboratory and observatory practice. The course is mainly a practical one, but incidentally a small text-book is mastered, and the his- tory and literature of the subject entered upon. Fall and spring terms. Professor Strong. Rooms 1 and 25.

8. REVIEW OF PHYSICS. If called for by a sufficient number, a twelve weeks' reviewing course in Physics will be offered during the fall and spring terms, without credit, for the sake of those who wish to remove a condition in the department, or to prepare for the county examinations. Professor Strong. Room 6.

COLLEGE COURSES

1. CHEMISTRY 3. 12 WEEKS.

A study of the metals, largely a laboratory course, requiring two hours' work daily and instruction twice a week. After the student

has determined in the laboratory the characteristic properties of a few of the metals, he devises a scheme for their separation, and uses this scheme in the analysis of "unknowns." This plan is continued until all the common metals are studied, their characteristic properties determined, and a complete table of analysis compiled. In connection with this work, instruction is given in the metallurgy of the common ores. Graduates of approved schools may elect this course. Rooms 14 and 18. Fall and Spring terms. Section 1. 9-11. Secion 2. 1-3. Mr. Peet.

2. CHEMISTRY 4. QUALITATIVE ANALYSIS. 12 WEEKS.

This is a study of the analysis of the common metals. It begins with work on blowpipe analysis, a review of the table of the separation of the metals, and a study of the characteristic properties of the acids. This is followed by the analysis of "unknowns." The modern theory of ionic dissociation is taught and used in connection with the reactions involved in the student's laboratory work. It is a laboratory course calling for two hours' work daily. Rooms 13 and 16. Winter term. 9-11. Mr. Peet and Mr. Parkins.

3. CHEMISTRY 5. QUANTITATIVE ANALYSIS. 12 WEEKS.

This is a laboratory course requiring two hours' work daily. The class meets once or twice a week for quiz or instruction. The work is both volumetric and gravimetric. After the student has learned how to make the standard solutions and how to analyze the common metals and acids, he is given work in the analysis of iron and copper ore. Spring term. 9-11. Rooms 13 and 16. Mr. Peet.

4. CHEMISTRY 6. ORGANIC CHEMISTRY.

Follows Chemistry 1, 2, and 3. May be taken by students who have had a year of inorganic chemistry in a high school with full laboratory work. Embraces the study of the carbon compounds, and of the more important and interesting products of plants and animals. Spring term. Four times a week. Mr. Peet.

5. PHYSICS 4, OR ADVANCED PHYSICS 1. Electricity and magnetism. An advanced course in which the history of electrical theory and electrical discovery are strongly emphasized. Follows Physics 1, 2, and 3, or an approved course in a high school. Also follows or is concurrent with trigonometry. Fall term. Four times a week. Professor Strong. Rooms 1 and 3.

6. PHYSICS 5, OR ADVANCED PHYSICS 2. A demonstrative and mathematical course in advanced mechanics. Follows Physics 1, 2, and 3, or an equivalent high school course, and a good course in trigonometry. Calculus also useful. Winter term. Four times a week. Professor Strong. Rooms 1 and 3.

7. PHYSICS 6, OR ADVANCED PHYSICS 3. Sequence as in the preceding case. An advanced demonstrative course in acoustics and optics. Four times a week. Spring term. Professor Strong. Rooms 1 and 3.

8. ADVANCED ASTRONOMY, OR ASTRONOMY 2. A course in mathematical and instrumental astronomy, mainly practical, in which an attempt is made to gain a somewhat expert use of the sextant, equatorial, and astronomical transit. Requires Astronomy 1, or an equivalent high school course, and plane and spherical trigonometry. Winter or spring term. Twice a week with additional laboratory and observatory practice. Professor Strong. Rooms 24 and 26.

9. SECONDARY NATURE-STUDY. A course in the history and philosophy of nature-study in the advanced grades. Four times a week and library and laboratory work. Every term. Professor Strong. Rooms 1 and 11.

10. PHYSICAL LABORATORY PRACTICE. A practical teachers' course in the laboratory method and laboratory appliances. Is also used as a review course in physics for those who need such review, and a laboratory course for those who have had a good text-book course but inadequate laboratory facilities. Follows Physics 1, 2, and 3. Daily. Every term. Mr. Mellencamp. Room 11.

11. ADVANCED LABORATORY PRACTICE. May be taken instead of the preceding by those who have had or are taking Advanced Physics. Mainly a practical course, with lectures, upon the laboratory method. Spring or winter term, alternating with Advanced Astronomy. Daily. Professor Strong. Room 3.

12. PHYSICAL TECHNICS, OR LABORATORY ECONOMY. A course in the installation of laboratories and laboratory equipment. Lectures and practical work in making, selecting, testing, and repairing apparatus. Includes also brief courses in manifolding, glass working, blue printing, lanterning, and the manufacture of apparatus. Follows, or may be taken along with, chemistry and advanced physics. Fall term. Daily. Professor Strong. Rooms 11 and 12.

Students wishing to specialize in this department will arrange their work, during the junior year, with the head of the department. In case physics and chemistry have been completed in an approved high school course, the following subjects will be required: Physics, 5, Physics 6 (or 4), Chemistry 3, Chemistry 4, Chemistry 5 (or astronomy), Secondary Nature-study, and Advanced Laboratory Practice.

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Physical Training

MEN'S DEPARTMENT

PROFESSOR WILBUR P. BOWEN.

Four terms of practical work are required of all students before graduation.

All students are required to wear the regulation suit and attend classes regularly. The suit, costing $3.00 to $4.00, includes all expenses demanded by the practical worker.

Each student is examined on beginning practical work, no effort being spared to insure that benefit shall always result from the exercise, and to prevent any injury. Students physically unfit at any time for any part of the work, are excused from the same during the period of disability.

1. PHYSICAL TRAINING 1, FOR MEN. 12 WEEKS.

   Course 1 is required of all students. Elementary Swedish gymnastics, and gymnastic games, including basket-ball.
   Fall quarter. 9-10, 2-3. Professor Bowen.

2. PHYSICAL TRAINING 2, FOR MEN. 12 WEEKS.

   Course 2 presupposes course 1. Dumb-bell exercises, marching and basket-ball.
   Winter quarter. 9-10, 2-3. Professor Bowen.

3. PHYSICAL TRAINING 3, FOR MEN. 12 WEEKS.

   Course 3 presupposes course 1. Wand and Indian club exercises.
   Fall quarter. 10-11. Professor Bowen.
   Spring quarter. 9-10, 2-3. Professor Bowen.

4. PHYSICAL TRAINING 4, FOR MEN. 12 WEEKS.

   When courses 1, 2 and 3 are finished, course 4 may be taken. Dumb-bells and work on the heavy apparatus, including the horizontal bar, parallel bars, climbing apparatus, ladders, horse, flying rings, traveling rings, and tumbling.
   Winter quarter. 10-11. Professor Bowen.
   Spring quarter. 10-11. Professor Bowen.

5. OUTDOOR ATHLETICS FOR MEN.

Conducted on the athletic field during the fall and spring. It includes systematic training in football; baseball and track athletics, under the personal supervision of Professor Bowen, and counts for one quarter's work in physical training.

6. INDOOR ATHLETICS FOR MEN. 12 WEEKS.

This course is also under direct supervision, and includes all branches of track athletics, as running jumping, wrestling, etc. This course also counts as one quarter of physical training.

Winter quarter. 4-5. Professor Bowen.

WOMEN'S DEPARTMENT

MRS. FANNIE CHEEVER BURTON.

MISS INEZ CLARK.

Four terms of practical work are required of all students before graduation. This includes the first three terms, together with course 4, 5, or 6, at student's option. For the five years' certificate, the first three terms are required.

All students doing practical work are required to wear the regulation suit and attend classes regularly. This suit, costing about $5.00, includes all the expense demanded by the practical work. (Students find it less expensive and more desirable to secure suits after reaching here.)

Each student is examined on beginning practical work, to ascertain her special deficiencies and needs, as regards development, and a medical examination is also given, no effort being spared to insure that benefit shall always result from the exercise, and to prevent any injury. Students physically unfit at any time for any part of the work, are excused from the same, during the period of disability. Those thus excused observe the work of the class, and are held responsible for acquaintance with the work.

1. PHYSICAL TRAINING 1. 12 WEEKS.

Course 1 is required of all students. Elementary Swedish gymnastics and gymnastic games, with lectures on Swedish gymnastics and general hygiene.

Summer quarter. 8-9. Mrs. Burton.
Fall quarter. 9-10, 10-11, 11-12, 3-4. Mrs. Burton and Miss Clark.
Winter quarter. 4-5. Miss Clark.

2. PHYSICAL TRAINING 2. 12 WEEKS.
Course 2 presupposes course 1. Wand and dumb-bell exercises, marching, running, and basket-ball.
Winter quarter. 9-10, 10-11, 11-12, 3-4. Mrs. Burton and Miss Clark.

3. PHYSICAL TRAINING 3. 12 WEEKS.
Course 3 presupposes course 1. Indian club exercises with individual assigned work on apparatus, and one lecture each week on the anatomy and mechanics of bodily movements.
Spring quarter. 9-10, 10-11, 11-12, 3-4. Mrs. Burton and Miss Clark.
Fall quarter. 4-5. Miss Clark.
When courses 1, 2, and 3 are finished, courses 4, 5, or 6 may be taken in any order.

4. PHYSICAL TRAINING 4. 12 WEEKS.
Advanced work in Swedish gymnastics, fancy steps, and games, with lectures and practice in teaching exercises to individuals and small squads.
Summer quarter. 10-11. Mrs. Burton.
Fall quarter. 11-12, 2-3. Mrs. Burton.

5. PHYSICAL TRAINING 5. 12 WEEKS.
Lectures and professional training as in course 4; Indian clubs, dumb-bells, bounding balls.
Winter quarter, 11-12, 2-3. Mrs. Burton.

6. PHYSICAL TRAINING 6. 12 WEEKS.
Professional work as in courses 4 and 5 with lectures on first aid to the injured. Exercises with hoops and wands and military marching.
Spring quarter. 11-12, 2-3. Mrs. Burton.

7. PHYSICAL TRAINING 7, 8, AND 9. 12 WEEKS.
Advanced military marching, æsthetic gymnastics, minuets. The work is varied to meet the needs of the classes.
Fall, winter, and spring quarters. 10-11. Mrs. Burton.

8. TEACHING.

By arrangement with the superintendent of the training school, students who are especially qualified for the work are sometimes permitted to do half of their prescribed teaching in the gymnasium, under supervision of the teachers of the department. The number is limited to two or three.

are offered each quarter. Thornton's Human Physiology is used as a reference. Zoological lecture room. Mr. Magers.

17. PRIMARY NATURE STUDY.

This course is designed for those who will teach in the elementary schools, or who will supervise such teaching. It is very largely a lecture course. The principles of natural selection and the doctrine of evolution are discussed as they relate to plants, animals, and the child. The purposes of nature study, the principles of method, and a detailed primary course are presented. Devices for the keeping of live material in the school room are exhibited in operation and described. Each quarter, with an abridged course during the summer session. Zoölogical lecture room. Professor Sherzer.

18. DEPARTMENT TEACHING.

The opportunity is offered to a limited number, who are looking forward to high school work, to assist in the management of some of the regular laboratory classes. Each such pupil gains experience in giving individual assistance in the laboratory, in the inspection of notes and drawings, the collection and preparation of material, the setting up of experiments, and the presentation to the class of certain selected topics. Opportunity is afforded a few to teach regularly in the high school classes of the Training School.

SPECIAL STUDENTS

Students of special aptitude in the natural sciences and with some successful experience in teaching are invited to make application for enrollment as special students of the department, after one or more subjects have been completed. A limited number of such students will be accepted, only as many as there is reasonable hope of locating in our Michigan high schools. A "Nature Study Club," composed of such students and the department corps of teachers will be maintained for the purpose of conducting special investigation and securing evening lectures of a more or less popular type. During the past spring considerable field work was done upon birds and trees.

The Physical Sciences

PROFESSOR E. A. STRONG.

MR. FRANK MELLENCAMP. MR. B. W. PERT.

MR. A. E. PARKINS.

HIGH SCHOOL COURSES

All rooms in the new science building.

1. PHYSICS 1. A course in the mechanics of solids and fluids, richly demonstrative, supplemented by laboratory work, and reinforced by abundant problems and exercises. This is regarded as the fundamental subject in physics, and is assigned to all whose preparation in this subject has been incomplete. Follows a good course in algebra and plane geometry. Every term. Daily, with laboratory work. Mr. Mellencamp. Rooms 6 and 11. First hour, continued the second.

2. PHYSICS 2. An elementary course in sound, heat and light, with abundant demonstrative and laboratory experimental work. Like the preceding course it uses the graphical method freely, and employs the processes of algebra and geometry constantly. Daily, with laboratory work. Follows course 1 or 3. Mr. Mellencamp. Rooms 6 and 11. Twice a year. Second and third hours.

3. PHYSICS 3. Magnetism and electricity. A full demonstrative course, with students' table work, mainly in electrical measurements. Follows courses 1 or 2, above. Daily. Mr. Mellencamp. Room 6. Twice a year. Second and third hours.

4. CHEMISTRY OF COMMON LIFE. 12 WEEKS.

A brief popular course in the elements of inorganic and organic chemistry for the benefit of teachers in the grades who are not able to take more extended work. It is also designed for those students who desire to understand chemical allusions in other subjects of study, and to know something of the chemistry of daily life. No previous knowlege of chemistry is necessary. Those students desir-

ing a somewhat complete course in chemistry should elect Chemistry 1, 2, and 3. 8-9. Room 14. Mr. Peet. Every term. First hour.

5. CHEMISTRY 1. 12 WEEKS.

A study of the non-metals, hydrogen, oxygen, nitrogen, chlorine, and their principal compounds; the gas laws and laws of chemical action; atomic theory, and the chemical equation. Lectures, with laboratory and text-book work. The laboratory hours are to be arranged with the instructor. Laboratory work is offered from 9-10. Rooms 14 and 18. Fall term. Seventh hour. Mr. Peet and Mr. Parkins.

6. CHEMISTRY 2. 12 WEEKS.

A study of the element carbon, some of the simpler compounds of carbon, molecular formulas, valence, periodic law, chlorine group, sulphur, nitrogen group, carbon group, dissociation theory, and a few lessons in organic chemistry. It is a continuation of chemistry 1, and completes the study of the non-metals. The additional laboratory hours are to be arranged with the instructor. Laboratory work is offered from 10-11 and 1-2. Rooms 14 and 18. Winter term. 9-10. Mr. Peet and Mr. Parkins.

7. GENERAL ASTRONOMY. Astronomy 1. Has reference to teachers who desire to prepare to teach nature-study in the grades. Three days a week, with abundant laboratory and observatory practice. The course is mainly a practical one, but incidentally a small text-book is mastered, and the history and literature of the subject entered upon. Fall and spring terms. Professor Strong. Rooms 1 and 25.

8. REVIEW OF PHYSICS. If called for by a sufficient number, a twelve weeks' reviewing course in Physics will be offered during the fall and spring terms, without credit, for the sake of those who wish to remove a condition in the department, or to prepare for the county examinations. Professor Strong. Room 6.

COLLEGE COURSES

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6. PHYSICS 5, OR ADVANCED PHYSICS 2. A demonstrative and mathematical course in advanced mechanics. Follows Physics 1, 2, and 3, or an equivalent high school course, and a good course in trigonometry. Calculus also useful. Winter term. Four times a week. Professor Strong. Rooms 1 and 3.

7. PHYSICS 6, OR ADVANCED PHYSICS 3. Sequence as in the preceding case. An advanced demonstrative course in acoustics and optics. Four times a week. Spring term. Professor Strong. Rooms 1 and 3.

8. ADVANCED ASTRONOMY, OR ASTRONOMY 2. A course in mathematical and instrumental astronomy, mainly practical, in which an attempt is made to gain a somewhat expert use of the sextant, equatorial, and astronomical transit. Requires Astronomy 1, or an equivalent high school course, and plane and spherical trigonometry. Winter or spring term. Twice a week with additional laboratory and observatory practice. Professor Strong. Rooms 24 and 26.

9. SECONDARY NATURE-STUDY. A course in the history and philosophy of nature-study in the advanced grades. Four times a week and library and laboratory work. Every term. Professor Strong. Rooms 1 and 11.

10. PHYSICAL LABORATORY PRACTICE. A practical teachers' course in the laboratory method and laboratory appliances. Is also used as a review course in physics for those who need such review, and a laboratory course for those who have had a good text-book course but inadequate laboratory facilities. Follows Physics 1, 2, and 3. Daily. Every term. Mr. Mellencamp. Room 11.

11. ADVANCED LABORATORY PRACTICE. May be taken instead of the preceding by those who have had or are taking Advanced Physics. Mainly a practical course, with lectures, upon the laboratory method. Spring or winter term, alternating with Advanced Astronomy. Daily. Professor Strong. Room 3.

12. PHYSICAL TECHNICS, OR LABORATORY ECONOMY. A course in the installation of laboratories and laboratory equipment. Lectures and practical work in making, selecting, testing, and repairing apparatus. Includes also brief courses in manifolding, glass working, blue printing, lanterning, and the manufacture of apparatus. Follows, or may be taken along with, chemistry and advanced physics. Fall term. Daily. Professor Strong. Rooms 11 and 12.

Students wishing to specialize in this department will arrange their work, during the junior year, with the head of the department. In case physics and chemistry have been completed in an approved high school course, the following subjects will be required: Physics, 5, Physics 6 (or 4), Chemistry 3, Chemistry 4, Chemistry 5 (or astronomy), Secondary Nature-study, and Advanced Laboratory Practice.

Physical Training

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Four terms of practical work are required of all students before graduation.

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Each student is examined on beginning practical work, no effort being spared to insure that benefit shall always result from the exercise, and to prevent any injury. Students physically unfit at any time for any part of the work, are excused from the same during the period of disability.

1. PHYSICAL TRAINING 1, FOR MEN. 12 WEEKS.

   Course 1 is required of all students. Elementary Swedish gymnastics, and gymnastic games, including basket-ball.
   Fall quarter. 9-10, 2-3. Professor Bowen.

2. PHYSICAL TRAINING 2, FOR MEN. 12 WEEKS.

   Course 2 presupposes course 1. Dumb-bell exercises, marching and basket-ball.
   Winter quarter. 9-10, 2-3. Professor Bowen.

3. PHYSICAL TRAINING 3, FOR MEN. 12 WEEKS.

   Course 3 presupposes course 1. Wand and Indian club exercises.
   Fall quarter. 10-11. Professor Bowen.
   Spring quarter. 9-10, 2-3. Professor Bowen.

4. PHYSICAL TRAINING 4, FOR MEN. 12 WEEKS.

   When courses 1, 2 and 3 are finished, course 4 may be taken. Dumb-bells and work on the heavy apparatus, including the horizontal bar, parallel bars, climbing apparatus, ladders, horse, flying rings, traveling rings, and tumbling.
   Winter quarter. 10-11. Professor Bowen.
   Spring quarter. 10-11. Professor Bowen.

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   Fall quarter. 9-10, 2-3. Professor Bowen.

2. PHYSICAL TRAINING 2, FOR MEN. 12 WEEKS.

   Course 2 presupposes course 1. Dumb-bell exercises, marching and basket-ball.
   Winter quarter. 9-10, 2-3. Professor Bowen.

3. PHYSICAL TRAINING 3, FOR MEN. 12 WEEKS.

   Course 3 presupposes course 1. Wand and Indian club exercises.
   Fall quarter. 10-11. Professor Bowen.
   Spring quarter. 9-10, 2-3. Professor Bowen.

4. PHYSICAL TRAINING 4, FOR MEN. 12 WEEKS.

   When courses 1, 2 and 3 are finished, course 4 may be taken. Dumb-bells and work on the heavy apparatus, including the horizontal bar, parallel bars, climbing apparatus, ladders, horse, flying rings, traveling rings, and tumbling.
   Winter quarter. 10-11. Professor Bowen.
   Spring quarter. 10-11. Professor Bowen.

5. OUTDOOR ATHLETICS FOR MEN.

Conducted on the athletic field during the fall and spring. It includes systematic training in football; baseball and track athletics, under the personal supervision of Professor Bowen, and counts for one quarter's work in physical training.

6. INDOOR ATHLETICS FOR MEN. 12 WEEKS.

This course is also under direct supervision, and includes all branches of track athletics, as running jumping, wrestling, etc. This course also counts as one quarter of physical training.

Winter quarter. 4-5. Professor Bowen.

WOMEN'S DEPARTMENT

MRS. FANNIE CHEEVER BURTON.

MISS INEZ CLARK.

Four terms of practical work are required of all students before graduation. This includes the first three terms, together with course 4, 5, or 6, at student's option. For the five years' certificate, the first three terms are required.

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Each student is examined on beginning practical work, to ascertain her special deficiencies and needs, as regards development, and a medical examination is also given, no effort being spared to insure that benefit shall always result from the exercise, and to prevent any injury. Students physically unfit at any time for any part of the work, are excused from the same, during the period of disability. Those thus excused observe the work of the class, and are held responsible for acquaintance with the work.

1. PHYSICAL TRAINING 1. 12 WEEKS.

Course 1 is required of all students. Elementary Swedish gymnastics and gymnastic games, with lectures on Swedish gymnastics and general hygiene.

[illegible] Burton.

[illegible] Mrs. Burton and [illegible]

[illegible] Clark

[illegible] 2 [illegible] Weeks

[illegible] and dumb-bell exercises [illegible] and basket-ball

[illegible] Mrs. Burton and [illegible]

[illegible] Weeks

[illegible] Indian club exercises with [illegible] and one lecture each [illegible] and mechanics of bodily movements.

[illegible] Mrs. Burton and [illegible]

[illegible] Miss Clark

[illegible] 2 and 3 are finished courses 4, 5, or 6 may [illegible]

4 [illegible] 2 Weeks

[illegible] in Swedish gymnastics, dance steps, and games [illegible] and practice in teaching exercises to [illegible] and small squads

[illegible] Mrs. Burton.

[illegible] Mrs. Burton.

5 [illegible] 12 Weeks

[illegible] professional training as in course 4; Indian [illegible] club, bounding balls

[illegible] Mrs. Burton.

6 [illegible] 12 Weeks

[illegible] work in courses 4 and 5 with lectures on first [illegible] Exercises with hoops and wands, and military marching

Spring quarter 11-12, 2-3 Mrs. Burton.

7 [illegible] 7, 8, and 9 12 Weeks.

Advanced military marching, æsthetic gymnastics, minuets. The work is varied to meet the needs of the classes.

Fall, winter, and spring quarters 10-11. Mrs. Burton.

8. TEACHING.

By arrangement with the superintendent of the training school, students who are especially qualified for the work are sometimes permitted to do half of their prescribed teaching in the gymnasium, under supervision of the teachers of the department. The number is limited to two or three.

board of education, teacher, children, and the community; (3) the functions of the superintendent as the executive officer of the board and as a supervisor; (4) professional ethics. The course is designed for such as are to enter the schools as superintendents and principals. It is elective and must be preceded by psychology and history of education. Spring quarter. 10-11. Room 26.

6. GENERAL METHOD. 12 WEEKS. (REQUIRED.)

Must be preceded by psychology 1 and 2. The purpose of this course is to give as broad a knowledge as possible of the fundamental principles of teaching. Especial attention is given to the following subjects; the various aims and meaning of education; educational values and the common school course; a careful investigation of the principle of apperception and its application to school-room instruction; a study of interest and its educational value; investigation and discussion of the various theories of concentration; the "culture epoch" theory in its relation to interest and concentration, with criticisms; a critical study of the inductive-deductive process of teaching; a series of library studies upon the art of questioning, object lessons, environment and heredity, promotions and classifications, and other subjects of a similar nature. Fall quarter. 8-9. Winter quarter, 8-9. Spring quarter. 8-9, 11-12, 2-3. Professor Roberts, Professor Laird, and Professor Hoyt.

Kindergarten

MISS HESTER P. STOWE

Students wishing to specialize in Kindergarten will consult with Professor Roberts with respect to the arrangement of their work.

1. KINDERGARTEN 1. 12 WEEKS.

Must be preceded by psychology 1. Kindergarten gifts, 1, 2, 3. Hand work—clay modeling, sewing, slat interlacing, weaving, folding; study of Froebel's Mother Play Book; songs and games. Winter quarter. 2-3. Kindergarten room. Miss Stowe.

2. KINDERGARTEN 2. 12 WEEKS.

Must be preceded by kindergarten 1. Kindergarten gifts, 4, 5, 6; hand work—geometrical folding, free-hand cutting, school of cutting, intertwining; continue study of Froebel's Mother Play Book; songs and games. Spring quarter. 2-3. Kindergarten room. Miss Stowe.

3. KINDERGARTEN 3. 12 WEEKS.

Must be preceded by kindergarten 1, 2. Kindergarten gifts, 7, 8, 9, 10; hand work—color work, cardboard modeling, baskets and braided work with florist's fiber, willow basket weaving; continue study of Froebel's Mother Play Book; songs, games, and stories. Fall quarter. 2-3. Kindergarten room. Miss Stowe.

Reference books used:

Education of Man.—Froebel.
Pedagogics of Kindergarten.—Froebel.
Symbolic Education.—Blow.
Froebel's Education Laws.—Hughes.
Psychology of Froebel's Play Gifts.—Snider.

Reading and Oratory

PROFESSOR J. STUART LATHERS

The work of the literary societies and clubs is done under the direction of the head of this department.

PREPARATORY COURSE

1. READING AND ORTHOEPY.

A study of the correct use of diacritical marks and the intelligent use of the dictionary, with practice in oral reading.

Fall, winter and spring quarters, 3-4. Room 51. An Assistant.

COLLEGE COURSES

2. TEACHERS' READING.

The aim of this course is preparation for the teaching of reading. It consists of a study of the elements of vocal expression, and the steps essential to a systematic and progressive course of reading in the grades.

Fall, winter and spring quarters, two sections, 10-11, 3-4. Room 51. Professor Lathers.

3. ELOCUTION AND ORATORY 1.

Vocal exercises: study of sources of power in speaking, and of the vocal elements, quality, force, time and pitch; preparation and delivery of classic selections.

Fall, winter and spring quarters, 2-3. Room 51. An Assistant.

4. ELOCUTION AND ORATORY 2.

Study of vocal technique and expression through action. One of Shakespeare's plays is taken for the practical work of this course. A critical literary analysis of the drama is made and passages are committed to memory and recited in class.

Fall, winter and spring quarters, 1-2. Room 51. Professor Lathers.

5. ELOCUTION AND ORATORY.

Study of masterpiece orations, theory of the oration and sources of the orator's power, writing and delivery of one oration and recitation of standard selections.

Spring quarter, 11-12. Room 51. Professor Lathers.

Training School

Faculty of the Training School

DIMON H. ROBERTS, A.M., SUPERINTENDENT.

HESTER P. STOWE,
Kindergartner.

MARGARET E. WISE,
Critic Teacher, First Grade.

ADELLA JACKSON,
Critic Teacher, Second Grade.

ABIGAIL LYNCH,
Critic Teacher, Third Grade.

HARRIET M. PLUNKETT, B.S.,
Critic Teacher, Fourth Grade.

MARY M. STRAGALL,
Critic Teacher, Fifth Grade.

ABIGAIL ROE,
Critic Teacher Sixth Grade.

MATTIE A. MARTIN, A.B.,
Critic Teacher, Seventh Grade.

ALMA E. TUTTLE, A.B.,
Critic Teacher, Eighth and Ninth Grades.

CLYDE E. FOSTER,
Supervisor of Music.

INEZ M. CLARK,
Supervisor of Physical Training.

BERTHA GOODISON,
Supervisor of Drawing.

ALICE I. BOARDMAN,
Supervisor of Manual Training.

PURPOSE AND PLAN

The leading purpose of this school is to afford an opportunity to the student for both observation and practical work in the school room. It is here that theory and practice meet, and consequently the work in this department should test in a very large measure the ability of the teacher to do successful work in the public schools of the state. As far as possible the aim is to make the school fulfill a double function in being both a model and a training school. An attempt is made to keep abreast of the times in all that pertains to the interests of the children who constitute the school. Special attention is given to planning and execution, the keeping of school records, and the general management of a grade room. All work is done under the immediate supervision of expert critic teachers and under the general direction of the superintendent, who is the executive of the department.

TRAINING SCHOOL

The course of study is continuous through kindergarten, primary, intermediate, and grammar grades, and the first year of high school work. While the school was established primarily for the purpose of training teachers, yet the principle is maintained that the interests of the pupil are the most important consideration; and it is believed that whatever advances the well being of the child best serves the purpose for which the school was created.

The pupils enrolled come from the city and surrounding country. Tuition is free to all, and the school is gradually working toward the free text-book system. At present, nearly all supplies are furnished in the lower grades; and, in the higher grades, pupils are required to furnish only such books as represent the more formal work.

All applications for admission of new pupils should be made at the office of the superintendent. Those entering from other schools will facilitate matters by bringing with them letters of transfer, records, or promotion cards.

Children are admitted to the kindergarten between the ages of four and six years, but may not be admitted to the first grade before the age of six. Promotion will regularly take place three times a year at the opening of each school term, thus making it possible to begin the work of a grade in September, January, and April. By this plan, the system of promotion is made more flexible, inasmuch as each grade contains three sections separated from one another in time by one-third of the school year.

STUDENT TEACHING

All work in observation and student teaching must be done during the last or senior year of the course.

Owing to the present arrangement of the college year, the teaching quarters will be the fall, the winter, and the spring. *Carefully note the following:*

1. All students must have completed the courses in psychology 1, 2, and general method before entering upon the work of this department.

2. At least three of the fundamental teachers' courses in the common branches must be successfully passed, and all conditions and failures in academic or professional subjects vital to success must be removed before students are admitted for observation or teaching in the training school.

3. Students are not permitted to take more than two subjects in college in addition to the regular training school work.

4. The number of student teachers doing work in the department during any one quarter will be limited to approximately one-third the membership of the senior class; and on that account those contemplating teaching should classify with the superintendent of the training school before arranging for final classification elsewhere.

5. The amount of teaching and observation required will be two hours per day, during one quarter. Each of the hours in the training school counts the same as an academic subject and is entitled to as much time for outside preparation.

6. All assignments for work in the training school and changes in the same are made by the superintendent.

7. By special arrangement with the superintendent and the head of any college department, students may elect one-half of their teaching in the preparatory department.

8. All students classifying for work in the training school must reserve the hour from 3 to 4 for criticism.

9. The work in the training school consists of teaching, observation, making subject and lesson plans, assisting the critic teachers in various ways, making written reports, attending critic and general meetings, and becoming familiar with the course of study and workings of the school.

HOURS FOR TEACHING

The hours in the training school are from 8:30 to 11 for the kindergarten, first and second grades; and from 8:30 to 11:30 for the other grades. In the afternoon all grades except the kindergarten are in session from 1 to 3. The half hour before 9 and that after 11 o'clock are reserved for critic teachers.

SUBJECT PLANS

In order that the work in the training school may be systematically planned and executed, the student teacher is required to make and submit subject plans based upon the scope or extent of the material included in the general notion involved.

The critic teacher will direct the time and manner for their use.

LESSON PLANS

For the more specific work of daily recitations, carefully prepared lesson plans in accordance with the general spirit of the natural steps of instruction are required from each student teacher.

OBSERVATION

One of the most important features of the work in the training school is the observation of the method and management of the schoolroom. Carefully prepared outlines are placed in the hands of the student teacher, in accordance with which written reports are made at various intervals under the direction of the superintendent and critic teachers. These outlines deal with the mechanical management of a grade and practical schoolroom psychology and child-study; such as attention and interest, discipline, perception and apperception, imagination, memory, suggestion, imitation and habit, the lesson as a whole, together with a careful study and characterization of the individual children composing any given class.

At least once a week a carefully planned illustrative lesson is conducted by each critic teacher in the presence of the student teachers of the grade. A printed plan is placed in the hands of the student teachers, and the criticism period of that day is devoted to a discussion of the plan, the method employed and results attained.

CRITIC TEACHERS

Each critic teacher has charge of a grade, devotes a part of her time to the teaching of the same, supervises the work of the student teachers, and observes and makes needed reports to the superintendent of the department.

The amount of teaching done by the critic varies as the interest and work of the school demand her personal efforts. For two weeks at the opening of each quarter, the instruction is exclusively in her hands. She does the teaching each day during the periods from 8:30 to 9 and 11 to 11:30, and is expected to take charge on an average of at least one class a day for the benefit of such student teachers as most need her assistance.

She has immediate charge of all the work of the student teacher in directing the making of the subject and lesson plans, the work of observation, the writing of reports based on observations in the

schoolroom, and the execution of plans. She meets her student teachers each day at three o'clock for the purpose of reviewing the work of the day, examining the lesson plans, instructing in method, and hearing and discussing reports of observation in child study.

SCHOOL EXERCISES

Chapel exercises are held regularly on Friday morning of each week in the training school assembly hall. These exercises consist of a simple devotional program, supplemented each time with singing or speaking by the children from one or more of the grades.

Special programs appropriate to the occasion are given at Thanksgiving, Christmas, Washington's Birthday, Memorial Day, and at the close of the school year.

All of these exercises are public, and patrons and friends of the school are cordially invited to attend. Student teachers are especially welcome and are invited to join the children in the devotional part of the program.

THE COURSES OF STUDY

Detailed outlines of work in reading, elementary science, history, geography, arithmetic, language, music, drawing, physical training, and manual training, are followed in all grades of the department.

As soon as practicable these courses of study will be issued in pamphlet form for the use of student teachers, and to supply the frequent calls from outside sources.

SPECIAL COURSE FOR CRITIC TEACHERS

On account of the demand throughout the country for specially trained critic teachers, the College has decided to offer to a limited number of applicants an opportunity for pursuing such a course of study.

All candidates for this course must have completed the work for the life certificate, and must have furnished satisfactory evidence of their general teaching ability.

The Superintendent of the Training School acts as patron for students pursuing this line of work. All applications for admission to this course shall be submitted to the College Council, and selections will be based upon:—

1. Scholarship.
2. Personality.

3. Success in teaching children.
4. Ability to work with adults.

The course itself consists of:—

1. Seventy-two weeks of electives from college subjects.
2. An equivalent of seventy-two weeks of work in the Training School as assistants to the regular critic teachers in making courses of study, doing model teaching, doing special and general critic work, and in a study of the principles and methods of constructive criticism.

The degree of B.Pd. will be granted upon the satisfactory completion of this course of study.

Specializing Kindergarten-Primary Course

The specializing Kindergarten-Primary Course consists of:—

1. The Normal group. (See p. 43) . . . 144 Weeks
2. Electives under direction of the patron . . 144 "

Note.—The Superintendent of the Training School is the patron of this department. The electives determined by the patron include:

Kindergarten instruction 1, 2, 3.
Kindergarten music.
Primary nature study.
Elementary drawing 1, 2.
Blackboard sketching.
Teachers' history.
Principles of Criticism 1.
Teaching 3.

MANUAL TRAINING

Miss Alice I. Boardman

The manual training department was first opened exclusively for the children of the training school and since then instruction has been given in all grades from the first to the ninth inclusive.

The increasing demand throughout the state, however, for teachers who know something of the work has led the department to offer a course to a limited number of regular Normal students.

As the educational value of such work can be more readily shown in this way, the first part of the course is devoted to wood work. After the student has acquired some skill in the use of tools and in applying principles, the various forms of hand work for lower grades are taken up. It consists in part of Venetian bent iron work, card-board construction, weaving, raffia work, card work, and clay modeling.

The course at present is planned not with the idea of making specialists in manual training, but rather to give a general idea of the aim and value of the work from the educational standpoint, thus enabling the grade teacher more easily to assist in carrying out the principles involved.

Summer School, 1903

July 6 to August 14

DRAWING

1. *Elementary Drawing* 1.—12 weeks' credit. 1-3 p. m. Room 10. Miss Garner.

2. *Elementary Drawing* 2.—12 weeks' credit. 10 to 12 a. m. Room 10. Miss Goodison. These courses offer opportunity for free hand drawing from type forms, still life, and flowers. In connection with this work, perspective principles, light and shade, and values are studied.

Some simple design work is given, also a short study of Egyptian and Greek ornament. The materials used are pencil and water colors. 1 must precede 2.

3. *Blackboard Sketching* 1.—12 weeks' credit. Elementary Drawing 1 and 2 or their full equivalent must precede.

The aim in this course is to enable the student to sketch quickly and accurately upon the board in light and shade and values. The work is mainly representing still life objects and landscape features.

One section—10-12 a. m. Room 24. Miss Garner.

4. *Advanced Drawing* 2.—12 weeks' credit. The medium used in this course is charcoal Drawings are made from plaster casts, still life and flowers. Some composition work in black and white and in colors is also given.

Elementary Drawing 1 and 2 must precede.

One section—1-3 p. m. Room 14. Miss Goodison.

ENGLISH

1. *Preparatory Grammar.*—A topical review of important constructions in English Analysis, together with a review of Etymology. The course should be especially helpful to students desiring to get a third grade certificate by county examination.

Two recitations daily. 8-9 a. m., 2-3 p. m. Miss Downing.

2. *Advanced Rhetoric.*—This course presupposes either credit in Elementary Rhetoric or a fair knowledge of the subject. The

principles underlying the art of composition will be studied in selected pieces of literature, and much practice given in composition. A useful course for all who have composition to teach in grades or high school.

Two recitations daily. 9-10 a. m., 3-4 p. m. Miss Downing.

3. *Principles of Criticism* 1.—Lectures preparatory to literary criticism upon poems selected from the American poets. Unannotated editions of the complete poetical writings of authors will be placed in the hands of each student, and original criticism especially encouraged. The general library is rich in literary criticism, and complete bibliographies of the authors studied will be at the service of the class. It should be noted that the course is not a study of American Literature, but an attempt to apply pedagogical principles of criticism to certain selections from American poetry. The course should be suggestive and helpful for teachers of Literature in elementary grades or high schools.

Two recitations daily except Thursdays. Room 40. 8-9 a. m. Professor Barbour. Room 41. 2-3 p. m. Miss Pearce.

4. *Teachers' Grammar.*—(a) A rapid academic review of the subject in Whitney's Essentials of English Grammar; (b) Professional aspects of teaching the subject in Barbour's "Grammar Teaching; History and Method."

Two recitations daily except Fridays. Room 40. 9-10 a. m., 2-3 p. m. Professor Barbour.

5. *Teachers' Grammar.*—As outlined above.

Two recitations daily except Thursdays. 8-9 a. m., 3-4 p. m. Room 41. Miss Pearce.

6. *English Fiction.*—A short course of lectures upon (1) the history and development of the English novel; and (2) upon its technical construction. Special study of different types will follow, with particular attention to plot, character sketching, and description. This course should prove helpful and suggestive to high school teachers.

Daily except Tuesdays. 9-10 a. m. Room 41. Miss Pearce.

7. *Shakespeare.*—A brief course of lectures on the technical construction of the drama, followed by an analytical study of one or more of Shakespeare's tragedies. Special attention is given to the development of the plot, and to the consistency of the characters

with the plot. Teachers of Literature in high schools will find the course stimulating and suggestive as a preparation for teaching Shakespeare.

Daily except Thursdays. 10-11 a. m. Room 40. Professor Barbour.

GEOGRAPHY

1. *Teachers' Geography.*—7-9 except Wednesdays. A college course with 12 weeks' credit. It will consist of recitations, laboratory work and reading, giving the foundations of current views of the size and shape of the earth, the conception and measurement of latitude and longitude, and their application in constructing maps. The class will then take up the theory and construction of conic projections for Continent maps; but the chief work will be on the geography of the atmosphere (meteorology), by laboratory work, study of the weather and the weather map, with map constructions illustrating the distribution of the principal climatic elements. Professor Jefferson.

2. *General Geography.*—Four hours a week. A course of lectures on the continents with references for reading. The lectures will give an account of the physical and climatic features now regarded as most evidently governing human occupation of the different portions of the earth, the more important political divisions and their relation to the physical geography, and the commercial and historic or social points of contact with our own national life Mr. Magers. 1-2.

3. *Geographic Excursions.*—On Wednesdays, 7-9, Professor Jefferson will conduct walks about Ypsilanti, visiting picturesque spots about the city, and pointing out especially the history of the landscape and those geographical processes that commonly pass unnoticed, with the object of illustrating the possibilities of out-of-door work with public school classes.

On Saturdays longer excursions will be made, some of them on the Detroit River to the lakes. These will offer the best of opportunities for geographic study at very moderate cost, and under agreeable conditions.

These excursions will be open to all students of the Summer School, whether enrolled in a class in Geography or not. They will be planned consecutively, each in a measure preparing for the next,

and will illustrate the work in geographic courses, but students who wish to accompany single excursions may do so.

4. *Geographic Conferences.*—Superintendents or teachers who desire to examine with Professor Jefferson the recent Year Book of the National Society for the Scientific Study of Education on "The Progress of Geography in the Schools," by W. M. Davis, will have an opportunity afforded them. Hours may be arranged on application.

GERMAN AND FRENCH

Room 36. Dr. Fleischer.

German.—Course for beginners, Thomas's Practical German Grammar, with much practice in pronunciation, reading, writing, and speaking. The work done will be equivalent to that of the first quarter in the regular course. The class recites twice daily. 8-9, 10-11.

Course for Advanced Students in German.—All students presenting themselves on or before the first day of the session will be provided for. 9-10, 11-12.

A special effort will be made to meet the wants of high school teachers of German. Questions concerning the methods and pedagogy of modern language teaching will be freely discussed in the advanced classes, and all students will be given opportunity to inform themselves on subjects in which they feel the need of advice and assistance. They will also have free access to the department library of several hundred volumes, consisting of the best works on German history, language, and literature. This will enable them to pursue various courses of reading and to make for themselves bibliographies of the subjects in which they are especially interested.

A beginners' course in French will be given if there be a demand for it.

HISTORY

1. *United States History.*—An elementary course adapted to the needs of those wishing to prepare for the county examination. The ground covered will depend entirely upon the proficiency of the class. Hour, 7-8. Room 48. No credit. Miss Buell.

2. *Civil Government.*—A consideration of constitutions applied in the development of governments, both local, state and Federal.

The work will be governed by the class, but it is hoped to make it a review for teachers in the rural schools. Hour, 2-3. Room 48. No credit. Miss Buell.

3. *General History.*—The work will be in a measure adapted to the needs of the class. Myers's General History. Hours, 2-4. Room 47. No credit. Miss Shultes.

4. *Federal History.*—A consideration of the growth of national institutions between 1789-1860. Room 48. Hours, 8-10. The credit determined by examination. Miss Buell.

5. *Modern History.*—The work follows the great historical movements which created, in modern times, the free society, church, and state. The text-book, Schwill's Modern Europe. Hours, 7-9. Room 47. Credit 12 weeks. Miss Shultes.

6. *Teachers' Course in History.*—This course presupposes such knowledge of history as may be gained in any good high school. It aims to discover, by means of the ideas through which the mind apprehends history, the general principles of method. The application of these principles is worked out in specific method for both the grades and high school. It offers some illustrative use of source material. Hours, 7-9. Room 49. Credit 12 weeks. Professor King.

7. *Sociology.*—The course is a brief study of the phenomena of human association. While the object is not ethical, it is hoped that the study may work toward a better understanding of practical citizenship. Hours, 10-12. Room 49. Credit 12 weeks. Professor King.

LATIN AND GREEK

PROFESSOR BENJAMIN L. D'OOGE. Room 34.

COURSES IN LATIN:—

1. *Beginners' Latin.*—Two recitations daily. The work done will be equivalent to that of the first quarter in the regular course. Credit 12 weeks. 7-8 a.m., 11-12 a.m. four days weekly.

2. *Latin Writing.*—8-9 a.m. four days weekly. Credit 6 weeks. This course is planned especially to meet the needs of teachers who feel themselves weak in Latin composition. Practical problems in Latin Syntax will be discussed and especial attention will be given to the cultivation of a good Latin style.

3. *Teachers' Course in Cæsar, Cicero and Vergil.*—9-10 a.m. four times weekly. Credit 6 weeks. This course is designed to meet the practical problems of the school room. Methods of presentation, books of reference, text-books and all other matters relating to the conduct of the work will be considered.

COURSE IN GREEK:—

Beginners' Greek.—Two recitations daily. The work done will be equivalent to that of the first quarter in the regular course. Credit 12 weeks. 10-11 a. m., 2-3 p. m., four days weekly.

These courses are tentative selections merely, hence are subject to alteration or withdrawal. An effort will be made to adapt the work given to the requirements of the students who present themselves.

Students in the Summer School will have free access to the department library of several hundred volumes, consisting of the best authorities on the language and literature of Greece and Rome. This will afford abundant opportunity to such as wish to pursue private study and investigation.

ILLUSTRATED CLASSICAL LECTURES

At intervals during the session illustrated lectures will be given on subjects relating to the life and civilization of ancient Greece and Rome. Among the subjects to be presented are the following:

The Rise and Development of Greek Art.
Athens in the Days of Pericles.
Tours in Greece.
Rome in the Days of the Cæsars.
The Roman Forum.
Classic Sites in Sicily.
Life in Ancient Pompeii.

MANUAL TRAINING

In addition to the manual training which will be taught in all grades of the training school for purposes of observation, a course of instruction will be offered to a limited number of regular students in the summer school. Especial emphasis will be placed upon the various forms of hand work which is now becoming such a prominent factor in the primary and intermediate grades. Clay modeling,

basketry in raffia and rattan, mat weaving, paper cutting, card-board construction and Venetian bent iron work will be taught in connection with this course. No credits are given in this course for work during the summer term.

Alice I. Boardman, Instructor.

MATHEMATICS

1. *Arithmetic.*—A review for those who desire to prepare for teachers' examination. Beman and Smith's Higher Arithmetic. Six weeks. 10-11. Superintendent Brown.

2. *Elementary Algebra.*—A review of algebra through quadratics for those who desire to prepare for teachers' examination. Milne's Academic Algebra. Six weeks. 1-2. Superintendent Brown

3. *Plane Geometry.*—Wells' Plane and Solid Geometry. Twelve weeks. 9-10. 3-4. Superintendent Brown.

4. *Solid Geometry.*—This course must be preceded by algebra and plane geometry. Wells' Plane and Solid Geometry. Six weeks. 8-9. Associate Professor Stone.

5. *Trigonometry and Logarithms*—An elementary course in plane trigonometry and the use of logarithmic tables. Lyman and Goddard's Plane Trigonometry. Twelve weeks. 9-10. 2-3. Miss Norton.

6. *Teachers' Course in Arithmetic.*—This course will be carried on partly by lectures and partly by reviews and discussion of typical parts of the subject. It is assumed that those who enter know arithmetic, algebra, and geometry, and have some knowledge of psychology. Twelve weeks. 8-9, 2-3. Associate Professor Stone.

7. *Methods in Arithmetic*—A course in methods for those who have taught and do not desire credit for the regular teachers' course in arithmetic. Six weeks. 10-11. Associate Professor Stone.

8. *Higher Algebra.*—Taylor's College Algebra will be used as a text. Twelve weeks. 10-11. 3-4. Miss Norton.

9. *Methods in Geometry.*—This course is designed for teachers. The history of the introduction and development of the various parts of geometry will be considered. Special attention will be given to methods of attack. Six weeks. 11-12. Associate Professor Stone.

MUSIC

1. *Elements of Music.*—This course is designed primarily for those who have never studied the rudiments of music. It is a beginners' class, but it will also afford an opportunity for review of the subject and give the benefit of witnessing the professional work of teaching done by the regular instructors to those who have already taught music.

Four times each week. 9-10. Conservatory Hall.

2. *Elements of Music 2.*—For those who have studied music and wish further advancement. 1-2.

3. *Kindergarten Music.*—The work covered in this course consists chiefly of a repertoire of children's songs, and methods of presenting them artistically and effectively to the child. Tone production, care of the young child's voice, and expression in interpretation are treated at length. Easy accompaniments and instrumental music as an aid to the study of rhythm are also included.

10-11. Conservatory.

4. *Methods of Teaching in the Grades.*—A critical study is made in this course of the professional aspects of the subject together with the best ways of presenting it. The series of lessons includes the detailed course, the use of the voice by children, the art of reading music, discussion of various methods and free conversation on the handling of classes.

9-10. 3-4. Conservatory.

5. *Voice Culture 1.*—Principles of tone production developed, and attention given to each individual voice. Emphasis is placed upon the last point. This course is open to all students. Solo singing is introduced and the rudiments of voice culture developed. Particular instruction on the training and guidance of the child's voice in singing and in speaking.

10-11. Conservatory.

6. *Harmony 1.*—Students entering this class should have had elements of Vocal Music 1, and should be able to play the piano or organ sufficiently for playing chords, and the simpler form of hymn tunes and chords. The work consists of a study of chords and intervals, their construction, analysis and mental effects.

11-22. Conservatory.

7. *High School Methods.*—Includes Sight-Reading, Teaching Music in High School grades, and conductor's training for school choirs and choruses. 2-3.

NATURAL SCIENCE

In arranging the work for the Summer School this department has in mind the needs of three classes of teachers; the rural teachers, the elementary or grade teachers, and those high school teachers who may desire practice in modern matter and method. The department is well-equipped with laboratories, supplies and apparatus and to as large an extent as possible the work will be adapted to the needs of the individual teacher.

1. *Elementary Botany.*—The chief aim of this course is to fi the teacher to pass the county examinations required for second and third grade certificates. The work ordinarily covered in these examinations will be reviewed and principles discussed and illustrated in the class-room and laboratory. An opportunity will be given those who desire to do so, to obtain some more substantial knowledge of the subject in the laboratory and school gardens.

One hour daily. 9-10. Without credit. Botanical lecture room. Miss Goddard.

2. *Structural Botany.*—This course includes a study of the gross and minute structure of typical roots, stems, leaves, flowers, and fruits. It deals also with the modifications of the parts and the reasons for such modifications. In connection with the seed work the nature of their stored food will be studied and the development of typical fruits from flowers. Observations will be made upon experiments set up in the following class in Physiological Botany in order that the uses of the various plant structures may be understood. Much use will be made of the compound microscope and some outdoor work will be carried on.

Two consecutive hours daily; 7-9 a. m. Botanical laboratory. Six weeks' credit. Pupils who desire to secure the full twelve weeks' credit in Structural Botany may do so by completing courses 2 and 3. Miss Goddard.

3. *Physiological Botany.*—This course deals with the life activities of the entire plant. Special emphasis will be laid upon the processes of respiration, starch formation and the part which the sun's

energy plays in plant life. There will be treated by direct individual experiment such problems as digestion, irritability, growth, cross-pollination, fertilization, etc. Some little microscopic work will be done upon plant structure in order to render the experiments intelligible. This laboratory work will be supplemented with out-door observations and lectures.

Two consecutive hours daily; 10-12 a. m. Botanical laboratory. Six weeks' credit. Miss Goddard.

4. *Minerals and Rocks.*—This is a practical course in the study of the more common Michigan minerals and rocks, particularly those of economic importance. Bulk material is furnished the teacher for study and he is assisted in making for himself a private collection from the field. Should the class desire, one or more excursions will be conducted to the quarries in Wayne and Monroe counties. Blowpipe methods and simple chemical manipulation will be incidentally acquired.

General class meetings 8-9 a. m. daily, with another laboratory hour arranged to suit the convenience of the pupil. Mineralogical laboratory. Six weeks' credit. Professor Sherzer.

5. *Physiographic Geology.*—An elementary study of those geological agencies which are now at work in modifying the surface features of the earth in order that the pupil may understand how these agencies have operated in past time. The course will cover the mechanical and chemical action of the atmosphere, the geological effects of ice and running water, the various organic agencies in our ponds, lakes and seas, and the phenomena due to the internal heat of the earth. The course will consist of library work and lectures, illustrated with photographs, models, specimens and lantern slides. Field trips will be made to points of especial interest in the neighborhood and to the Detroit river and the interesting islands in Lake Erie.

Hour, 9-10 except Monday. Geological lecture room. Credit six weeks. Professor Sherzer.

6. *Physiology Review.*—The chief object in this course is to prepare teachers to pass the county examinations in this subject, giving them at the same time as clear an understanding as possible of human anatomy, histology, physiology, hygiene and contagious disease. The work will consist of recitations, lectures, and demonstrations, the departme t being well supplied with models, skeletons,

charts, preparations and thin sections, available for individual study. An elementary knowledge of the subject is assumed. Students should bring whatever texts they already possess or can borrow.

One hour daily, 11-12. Zoological lecture room. No credit. Mr. Magers.

7. *Teachers' Physiology.*—This is the regular advanced course in this subject, consisting of recitations, lectures and demonstrations It is open to those who have completed a good high school course in the subject, or who have passed the Normal entrance examination. Special emphasis is laid upon school hygiene, sanitation and contagious diseases. To secure the full twelve weeks' credit the class will meet twice daily, from 7-8 and from 3-4. Text, Thornton's Physiology. Zoological lecture room. Mr. Magers.

8. *Nature Study for Rural Schools.*—Into this course will be brought those portions of the various sciences which may be satisfactorily handled with limited apparatus and which will give the country child a deeper knowledge and interest in his environment The work will consist of lectures, demonstrations, laboratory and field exercises, covering both subject matter and methods of presentation. The problem of the decoration of the school grounds will be practically considered and each teacher is requested, if convenient, to bring a photograph of her own school and grounds.

Hour, 10-11, except Thursday. Geological lecture room. Six weeks' credit. Professor Sherzer.

9. *Primary Nature Study for Graded Schools.*—This course is an abridgment of the regular quarter's work in this subject. A correlated course of study for the first four grades will be worked through in detail and combined with a discussion of the purposes of Nature Study and the principles of method. The most important type forms will be briefly studied in the class room or laboratory. Devices for keeping live material in the school room will be exhibited in operation.

Hour, 3-4, except Fridays. Geological lecture room. Six weeks' credit. Pupils desiring full credit in this subject may arrange to secure it by combining with it course 3 or 4. Professor Sherzer.

THE PHYSICAL SCIENCES

1. *Physics I.* A course in the Mechanics of Solids and Fluids with additional laboratory work. Daily, from 7-9, two hours, with 12 weeks' credit. Room 30. Professor Strong.

2. *Chemistry of Common Life.*—A brief elementary course in general chemistry for the benefit of the many students who desire to understand chemical allusions in other subjects of study and to know something of the chemistry of common life. Students desiring a more complete course in this subject should elect *Chemistry I.* Daily, 8 to 9, with six weeks' credit. Room 55. Mr. Peet.

3. *Chemistry I.*—A course in the chemistry of the non-metals with full laboratory and demonstrative work. Daily, two hours, 1-3, with 12 weeks' credit. Room 55. Mr. Peet.

4. *Laboratory Chemistry.*—Daily, from 9 to 10, and from 1 to 3, with such additional hours as may be needed to complete the several courses. This work cannot be elected by itself, but is taken in connection with courses 2, 3, and 5. It is indicated here so that students will be sure to secure full time for laboratory work. Mr. Peet and assistant.

5. *Chemistry IV.*—A course in qualitative chemical analysis, following *Chemistry* 3 of this institution, or a year of work in the best high schools. Daily, two hours for six weeks, with six weeks' credit. 10-12 a.m or 1-3 p.m. Room 55. Mr. Peet and assistant.

6. *Astronomy.*—A popular course in this subject with evening observatory work. Has especial reference to the astronomical foundations of Geography and to the organization of the teaching of Astronomy in the grades. One hour, 3-4, with 6 weeks' credit. Room 31. Professor Strong.

7. *Secondary Nature Study.*—A course in *advanced nature study* or *science in the public schools*,—especially in the grammar and high school grades. Daily, one hour, with 6 weeks' credit. 10-11. Room 31. Professor Strong.

8. If called for, a class will be formed for a rapid review of physics in a daily lesson for six weeks, without laboratory practice. This will be a non-mathematical course. Physics *I* requires a knowledge of algebra and geometry.

The needs of those who desire to make a rapid review of the physical sciences with reference to a first or second grade certificate are considered in courses 1, 2, 6, and 8. The need of teachers of rural and graded schools will be especially had in mind in courses.

PHYSICAL TRAINING

WOMEN'S DEPARTMENT

The Normal College Gymnasium is commodious, well-lighted and ventilated and well-equipped.

The half of the building devoted to the work of the women's department affords a clear floor space 50x80 feet, with galleries for the accommodation of those wishing to observe the work.

There is a full equipment of light apparatus:—Indian clubs, wands, dumb-bells, bounding balls, rings, grace hoops, basket and medicine balls, balancing boards, etc. The walls are lined with a variety of pulley weights, and there is also a full equipment of ladders, ropes, and other heavy apparatus.

In the basement are shower baths and a swimming pool, with lockers for the safe keeping of clothing.

1. 8-9. *Physical Training 1.* Mrs. Burton.
2. 9-10. *Public School Gymnastics.* Mrs. Burton.
3. 10-11. *Physical Training 4* or *5.* Mrs. Burton.
4. 11-12. *Public School Gymnastics.* Mrs. Burton.

A physical examination will be given all those entering Physical Training 1.

Courses 1 and 3 demand the regulation suit of the department, which can be obtained here at a cost of about $5.00.

Course 1 consists of elementary Swedish gymnastics, school room games, etc.

Course 3 will be either advanced Swedish with fancy steps and basketball, or Indian club swinging, dumb-bells and bounding balls. The course will be determined after knowing the needs of the students.

Course 2, which is offered at two different hours, but only one of which will be used by each student, requires no special suit, and this course is open to *men* also.

The work will be, in the main, suggestive; a number of lines of Public School Work being followed, with the special object of aiding grade teachers.

None of these courses give credit, but in Physical Training 1, and 4 or 5, full credit will be given when the lectures belonging to the same courses are taken, which may be at any time during the regular school year.

Each course requires 1 hour daily.

PSYCHOLOGY

1. *Psychology.*—This course will meet the needs of two classes, those who have never had an opportunity to do thorough work in this line, and those who wish to take a review of the subject and broaden their outlook by means of collateral reading in the library.

The work will include a consideration of the problem and method of modern psychology, and the discussion of sensation, attention, memory, thought, feeling and will.

Some experiments will be given to throw light upon the discussions.

Titchener's Primer will be the basis for the work.

Hours, 7-9, 10-12. Room 25. Professor Laird.

SCIENCE OF EDUCATION

1. *General Method.*—This course will be open to all regular students who desire credit, and to such special students of the summer school as may wish to broaden themselves along the line of the more important principles of education. Especial attention will be given to Education, its meaning and purpose; the course of study and the relative educational values of the subjects constituting the same; the nature and educational value of interest; inter-relation of studies; examination, promoting and grading of pupils; and the inductive-deductive teaching process.

The work will be conducted by means of lectures, reports, and class discussions.

Hours, 7-8 and 2-3. Room 26. Professor Roberts.

2. *Child-Study.*—This course will aim to emphasize the practical side of child-study, and will be open to all students of the summer school, so far as the size of the class-room will permit. Some of the more important subjects for consideration will be sensory and motor training, play, nervousness and fatigue, adolescence, and other kindred topics. The work of this course will culminate in a discussion of the meaning and purpose of education, and the characteristics of an ideal course of study as based upon the physical and mental development of the child.

Practical observations will be made in the Training School, in connection with the study and discussion of the above topics.

Hour, 9-10. Room 26. Professor Roberts.

TRAINING SCHOOL

On account of the growing demand for work in the Training School during the past two summer terms, it has been decided to have an observation school, consisting of the Kindergarten and the first seven grades. The school will be open from 8:30 to 11:30 a.m. each day.

The purpose of this work is to afford an opportunity for observation to former graduates, and other students who are here for the summer term only. The work will be in the hands of the regular training school faculty, and one of the important aims will be to illustrate the more modern and accepted methods of work in manual training, nature study, reading, arithmetic, history and literature.

Students electing observation will be required to do systematic work and report regularly to the training teachers in charge. Each afternoon one hour will be set apart for informal talks on plans, methods, courses of study, material employed, practical child study, and for answering questions upon the work of the forenoon.

No credits are given for work in this department during the summer term.

SUPERINTENDENT—DIMON H. ROBERTS.

Kindergarten—Hester P. Stowe.
First Grade—Abigail Lynch.
Second and Third Grades—Harriet M. Plunkett.
Fourth and Fifth Grades—Mary M. Steagall.
Sixth and Seventh Grades—Abigail Roe.
Manual Training—Alice I. Boardman.

SCHEDULE OF CLASSES. SUMMER SCHOOL. 1903

7-8	8-9
Botany, Structural (7-9) General Method Geography, Teachers' *History, United States History, Teachers' History, Modern Latin, Beginners' Physiology, Teachers' (7-8. 3-4) *†Physics 1 Psychology 1	Botany, Structural Arithmetic, Teachers' Geography, Teachers' *Chemistry, Com. Life History, Teachers' History, Modern German 1 *Grammar, Prep. †Grammar Teachers' *†Physics 1 Psychology 1 †Geometry, Solid History, U. S. Polit. Latin Writing Minerals and Rocks Phys. Train. 1 (W) Prin. Crit. 1
9-10	**10-11**
*Botany, Review Child Study English Fiction German Adv. †Grammar, Teachers' †Geometry, Plane Geology, Physiographic History, U. S. Polit. Latin, Teachers' Music, El. 1 Public School, Gym, Rhetoric, Adv. Trigonometry	*Arithmetic, Prep. Arithmetic, Method in Algebra, Higher Blackboard, Sk. Botany, Physiol. (10-12) Chemistry, 4 Drawing, El. 2 German 1 Greek, Beginners' Kg. Music Nature Study, Sec. *Nature Study, Rural Sch. Psychology 1 Phys. Train. 4 or 5 (W) Sociology Shakespeare Voice Culture 1
11-12	**1-2**
Blackboard Sk. Chemistry 4 Drawing, El. 2 Geometry, Method in German Adv. Harmony 1 Latin, Beginners' *Physiology, Rev. Psychology 1 Public School Gym. Sociology	*†Algebra, El. †Chemistry 1 Chemistry 4 Drawing, Adv. 2 Drawing, El. 1 *Geography, General Music, Elements 2
2-3	**3-4**
Arithmetic, Teachers' †Chemistry 1 Chemistry 4 Drawing, Adv. 2 Drawing, El. 1 *Grammar, Prep. †Grammar, Teachers' *Civil Government General Method Greek, Beginners' †History, General [illegible] Methods	*Astronomy Algebra, Higher †Grammar, Teachers' †Geometry, Plane †History, General Music, Methods in Grade Nature Study for Grades Physiology, Teachers' Rhetoric, Advanced

Schools
ficate Examinations

Names of Students

PREPARATORY STUDENTS

Bradley, Elwin	Ypsilanti
Chase, Irma	Ishpeming
Crosby, Joseph	Argentine
Cole, Mary	Plymouth
Duquid, David J.	Ray, Ind.
Fribley, William	Big Rapids
Gillespie, George A.	Gaines
Geer, Grace	Oak Grove
Gill, Grace	Ypsilanti
Harris, John W.	Unadilla
Jones, Winifred	Jackson
Kreiger, George C.	Delta, O.

FIRST YEAR STUDENTS

Adams, Carrie	Temperance
Adams, Hattie	Temperance
Austin, Laura	Salem
Brady, Margaret Anna	Ypsilanti
Brockway, Mary	Allen
Boulanger, Belle	Ypsilanti
Boldman, Nellie J.	Ypsilanti
Clark, Irene O.	Ypsilanti
Chapman, Hobart	Ypsilanti
Dewey, Floyd J.	Jasper, O.
Dixon, Esther	Milan, O.
Dell, Katherine	Woodbury
Dumphy, Bessie	Croswell
Green, Marietta	Ypsilanti
Grimes, Gertrude	Naomi
Helner, Celia	Carleton
Herald, Roy	South Lyon
Herriman, Nellie M.	Bloomingdale
Ingham, Ara Margaret	Flushing
Jackson, Edna	White Lake
Kelsey, Vienna	Saline
King, Viola M.	Pipestone
Lambie, Leah H.	Ypsilanti
Loomis, Gertrude	Fennville
Lamborn, Laura L.	Ypsilanti
Mereness, Eugenie	Ypsilanti
Minard, Marie S.	Ypsilanti

McNamara, Catherine	St. Ignace
McKay, Ethel	Ypsilanti
Morey, Frances	Reading
McPherson, Hermann H.	Jasper, O.
McQuillan, Theodora	Lyons
O'Neill, Julia	Hubbardston
Prine, Howard	Springport
Purdy, Lora Blanche	Brighton
Rockwell, Alma	Stockbridge
Swartout, Neva R.	Marshall
Smith, Ermina B.	Lansing
Smith, Guy C.	Tipton
Thomas, Mabel E.	Belding
Walker, Charles D.	Plainfield
Warn, Charles	Pontiac
Wellington, Gertrude	St Johns
Webster, Ruey M.	Grand Rapids

SECOND YEAR STUDENTS

Bacon, Christine A.	Grand Rapids
Barrington, Minnie	St. Johns
Bates, Frank	Nettle Lake, O.
Baxter, Elizabeth	Ypsilanti
Blaine Fannie	Jasper
Bliss, Iva	Grand Ledge
Burke, Eber A.	Willow
Bryant, Helena E.	Osceola
Cowan, Seiford J.	Rockford
Elkins, Blanche	Rockford
Ferguson, Irene	Almont
Ferguson, Wallace A.	Newton Falls, O.
Green, Frank H.	Hamburg
Gage, Nina M,	Green Oak
Glass, Claribel	Denton
Gambell, Anna	North Adams
Grocock, Emma A.	Menominee
Harrison, Celeste	Monroe
Helm, Bessie M.	Pewamo
Hubbard, Mabel	Clarkston
Jackson, Pearl	Benton Ridge, O.
Jones, Elsa S.	Wyandotte
Katz, Frederic J.	Burlington
Katz, Olive	Burlington
LeValley, Neva	Caro
Merritt, Elizabeth	Rondo
Minty, Margaret	Sanilac Center
Mowry, Guy L.	Sherwood
Mogford, Irene	Ypsilanti

Munson, Hattie	Mayville
Payne, Gertrude	Cooperville
Pettitt, Anna	Benzonia
Pittman, Lila	Ypsilanti
Potter, Jessie E.	Chief
Purcell, Lida	Iron River
Ramsdell, Floy	Grandville
Sargent, Bernice	Ypsilanti
Spalding, Florence	Lyons
Staley, Bertha	Denton
Schell, Belle	Cass City
Smith, Daniel W.	Bad Axe
Smith, Wm. B.	Ubly
Travis, Martin B.	Clarkston
Thomas, John A.	Ypsilanti
Troub, Minnie	Sunfield
Wallace Jessie E.	Ann Arbor
Walls, Norah	Mayville
Whalian, Mary	Chelsea
Wilkinson, Mabel	Clifford
Willey, Edna F.	Ypsilanti
Witmire, Tony	Ypsilanti
Witmire, Fred	Ypsilanti

THIRD YEAR STUDENTS

Abel, Alma U.	Menominee
Allen, Alma M.	Calumet
Andrews, Elsie V.	Grand Haven
Ableson, Margaret	Plymouth
Allen, Ray E.	Oxford
Adriance, Nellie M.	Grand Rapids
Arnold, Louise	Ypsilanti
Arnold, G. Katherine	Ypsilanti
Abbottt, M. Anna	Ovid
Arnold, Leila B.	Plainwell
Armstrong, Maude	Plainwell
Bates, Guy	Nettle Lake, O.
Baldwin, Mabel	Royal Oak
Baer Emma	Hillsdale
Bauerle, Lena	Kalamazoo
Barringer, Amy F.	Lansing
Bachelor, Nellie	Marcellus
Bray, Edith	Ypsilanti
Bray, Ethel	Ypsilanti
Bates, Louise	Charlotte
Balfour, E. Isabel	St. Clair
Ballard, Mary Ethel	Flint
Brado, Marie	Quincy

Baker, Eva	Manistee
Blessing, Margaret	Jefferson, O.
Besley, Anna	Newberry
Berry, Frank J.	Pinckney
Beem, Clifford	Fremont
Beach, Winifred	Owosso
Behan, Agnes M.	Crystal Falls
Benedict, Pearl	Ypsilanti
Broehm, Clara	Inkster
Borchardt, Minnie	Menominee
Borchardt, Carrie	Menominee
Brodhead, Daisy	Decatur
Brown, Agnes E.	Cooperville
Bostwick, Lina E.	Ypsilanti
Bolton, Cora	McComb, O.
Bugden, Jennie	So. Haven
Burston, Carrie	Cadillac
Burns, Katherine	Jackson
Byrne, Anna B.	Grand Rapids
Castle, Belle	Hillsdale
Clark, Mabel L.	Wayne
Chase, Libbie E.	Tecumseh
Campbell, Mary	Fenton
Chapman, Kate M.	Dexter
Carter, Edith A.	Flat Rock
Callow, Irene	Pontiac
Clark, Marie	Ypsilanti
Chase, Mabel	Ishpeming
Campbell, Florence	St. Clair
Crego, Cora E.	Brooklyn
Chesnutt, Rowena	Henrietta
Christian, Lella	Chesaning
Cornish, Mildred	Lawton
Conley, Anna	S. Lake Linden
Cooke, Amelia	Edmore
Colby, Grace M.	Armada
Cronk, Fannie B.	Bellevue
Cunningham, Edith	Marlette
Culbertson, Ethel	Charlotte
Curtis, Edith E.	Ludington
Cullenine, Anne J.	Benton Harbor
Cryderman, Lola A.	Detroit
Davis, Ethel A.	Lansing
Darrow, Grace	Detroit
Dean, Lena	Owosso
Dennis, Leone B.	Ann Arbor
Dekker, Marie	Zeeland
[illegible]ker, Mattie	Zeeland

Dishong, Chas. G.	Morley
Doyle, Persis	Delphos, Kan.
Downing, Hilda	Harbor Springs
Dorr, Edna E.	Grass Lake
Dobie, Laura	Mason
Dockery, Ethel	Rockford
Doty, Nina	Pontiac
Doench, Katherine	Sault Ste. Marie
Dunphrey, Daisy	Battle Creek
Dunn, Katherine	Michigamme
Dunn, Nora	Michigamme
Dunton, Lena E	Grass Lake
Durham, Mabel	Rockland
Earl, Louise	Ypsilanti
Egeler, Ethel	Wayne
Erwine, Florence	Schoolcraft
Empson, Ethel	Gladstone
Fay, Carrie E,	Spencer, Ia.
Franklin, Lulu	Marcellus
Flanelly, Mary	Ludington
Frank, Grace	Wayne
Falconer, Archer E.	Ypsilanti
Ferguson, Stella L.	Ypsilanti
Ferrigan, Gertrude	Milford
Frith, Susan F.	Grand Ledge
Fribley, Sarah	Big Rapids
Field, Zelle M.	Kalamazoo
Finch, N. Minnie	Hillsdale
Fridborg, Hildor	Ishpeming
Fox, Ethyl M.	Columbiaville
Fromyer, Harriet	Northeast, Pa.
Garland, Fern	Howell
Graham, Albert A.	Delray
Glanville, Olive	Lake Linden
Glas, Albert W.	Flat Rock
Gainsley, Grace	Ypsilanti
Gage, Una R.	Green Oak
Garlock, Millie A.	Howell
Graham, Edna B.	Delray
Gaul, Theo	Tawas City
Glascoff, Harriet	Albion
Greenaway, Fern	Fowlerville
German, Carrie B.	Ypsilanti
Green, Mabel	Howell
Gillmore, Lorena	Rushton
Grigg, Edith	Flat Rock
Goldsmith, John D.	Plainwell
Grose, Harlow D.	Ann Arbor

Gutchess, Lena M.	Almont
Hamlin, Florence	Detroit
Hartley, Mollie Elizabeth	Lansing
Hamill, Birt	Shelby
Hall, Zella	Battle Creek
Harper, Florence M.	Grand Rapids
Harbour, Maude J.	Crystal Falls
Hayes, May	Reed City
Hayward, Jason	Morocco
Hare, Jessie Mae	Bellevue
Hadley, Ethel	Litchfield
Hart, Mabel	So. Haven
Harbourne, Linta	Gaylord
Henley, Ellon	Jackson
Hendricks, M. Blanche	Grand Rapids
Heth, M. Josephine	Grand Rapids
Hess, Barbara	Elsie
Hickox, Zora N.	Wayne
Hitchcock, Maebelle	Pontiac
Hitchcock, Isa	Manistee
Hopkins, Fannie	Benton Harbor
Holmes, Nellie L	Ionia
Holmes, Anna B.	Ypsilanti
Hoag, Amy	Springport
Hoare, Esther	Elk Rapids
Hoopingarner, S. Leola	Bronson
Holbrook, Fred W.	Smyrna
Holden, Stella	Charlotte
Howard, Jean M.	Oxford
Hobbs, Grace A.	Kalkaska
Holbrook, Edith	St. Johns
Honeyman, Mabel	Vandalia
Hurlburt, Beryl	Tawas City
Huston, Milton	Ypsilanti
Hubel, Grace	St. Clair
Huntington, Elizabeth	Jackson
Hutson, Elizabeth K.	Ypsilanti
Hyames, Alson L.	Gobleville
Itsell, Lillie C	Howell
Jackson, Charles	Plainwell
James, Bessie M.	S. Lake Linden
Jardine, Alice	Hudson
James, Myrtle S.	Caro
Jameson, Bella	Sault Ste. Marie
Jensen, Frank	Pentwater
Jilek, Frances F.	Menominee
Jones, Mattie B.	Carson City
Johnson, Coral	Union City

Johnson, Anna E.	Calumet
Jones, Alice E.	Niles
Jordan, Charles B.	Morrice
June, Eva P.	Big Rapids
Kneip, Fred E.	Ypsilanti
Keusch, Ida	Chelsea
Kirk, Mattie	Vassar
King, Charlotte	Ypsilanti
Kingsbury, Alberta	Cassopolis
Klingman, Frederica	Ann Arbor
Kloepfer, A Victoria	Michigan City, Ind.
Knowles, Clara M.	Ludington
Kotvis, Jeanette	Grand Rapids
Koehler, Matalina	Saginaw, E.S.
Kuemmerle, Pauline R.	Grand Rapids
Layer, Bessie	Lowell
LaRue, Donna	Saline
Lawton, Genevieve	Lawton
Laurie, Bertha	Ypsilanti
Lankton, Julia	Grand Ledge
Landon, Angie	Hart
Lamont, Elizabeth	Detroit
LeValley, Effie	Caro
LeRoy, Sarah E	Pontiac
Lee, Bertha	Lowell
Leeman, Mary V.	Chelsea
Leland, Anna M.	Elmira
Lilly, Pearl	Allegan
Loomis, Elta	Portland
Louwerse, Christine H.	Grand Rapids
Lockwood, Margaret	Pitttsford.
Lonsby, Ida M.	Mt. Clemens
Lomprey, Frank	Detroit
Lorenz, Josephine	Iron River
Lockwood, Mildred M.	Washington
Lonyo, Daisy	Detroit
Longenecker, Anna	Otsego
Madison, Frances M.	Bellevue
Matthews, Edna	Novi
Mann, Alice J.	Blissfield
March, Lora	Fenton
Maybee, Lettie A.	Ypsilanti
Maugh, Ethel	St. Clair
Merrifield, Zella E.	Union City
Merrick, Mabel	Memphis
Milliken, Bruce E.	Saginaw
Misener, Agnes	Flint
Middleton, W. Ray	Otisville

Miller, Madge	Chesaning
Miller, Mabel G.	Howard City
Mowry, E. A.	Sherwood
Mohr, Eva E.	Blissfield
Morris, Wilbert	Cross Village
Morgan, George G.	Coloma
Moloney, Ella C.	Hudson
Morris, Eva Fatima	Belding
Moden, Austin E.	Gagetown
Moore, Bessie	Hillsdale
Murray, Ora W.	Grand Haven
Mudge, Harriet	Grand Ledge
McKay, Fred B.	Croswell
McCarthy, Anna	Ypsilanti
MacGregor, Alice B.	Ypsilanti
MacKenzie, Flora I.	Ludington
McPherson, J. E.	Jasper, O.
McKillop, Nellie	North Branch
McDonald, Kathryn	Au Sable
McCoy, Bessie M.	Walled Lake
McConnell, Nellie	Hartford
McGuinniss, Clara	Dexter
McGuinniss, Elizabeth	Dexter
McClure, Louis C	Tecumseh
McMullen, William	Imlay City.
McCurdy, Cora E.	Mason
McKenzie, Kate	Sault Ste. Marie
Nekervis, Susie	Calumet
Neckerman, Mary	Elk Rapids
Newell, Florence E.	Ypsilanti
Nicholas, Carrie E.	Jackson
Nichols, Mildred	Osceola
O'Brien, Edward L.	Berrien Center
Orr, Myrtle	Cass City
Osborne, Sadie A.	Albion
Osborne, Hugh	Lapeer
Osborne, Mary E.	Lapeer
O'Dwyer, Bess	Jackson
Padfield, Minnie	St. Clair
Parker, Charlotte	Charlotte
Patterson, Louise	Charlotte
Payne, Lena	Owosso
Pattee, Blanche E.	Morenci
Paulson, Thora	Amble
Pattison, Grace Agnes	Ypsilanti
Parmalee, Lizzie	Morrice
Parsons, Mabel	Shelby
Paton, Marion L.	Imlay City

Patterson, Flora	Owosso
Paxton, Leone	Marshall
Pelant, Matilda	Belleville
Peck, Edna	Thornton
Perkins, Mary	Milford
Prentice, Alice M.	Pontiac
Pickett, Kittie	Milford
Priest, Helen H.	Evart
Pinney, Christine	Vernon
Pierce, Frank	Oxford
Pomeroy, Hazel M.	Jonesville
Poorman, Clara	Marcellus
Purkiss, Ara J.	Lexington
Quackenbush, Bella	Imlay City
Radeke, Julia C.	Grand Haven
Read, Edna Mabel	Ann Arbor
Rieve, Verna B.	Grand Ledge
Riggs, Amy	Bellevue
Reinhold, Robert	Reed City
Reid, Anna	Fenton
Replogle, Minnie B.	Hastings
Renwick, May Ella	Calumet
Riecker, Martha	Oscoda
Ross, Agnes	Battle Creek
Rosenfield, Benjamin	Grand Rapids
Robertson, Margaret J.	Grand Haven
Roosa, Nettie	Marshall
Rodenbough, Ethel	Ortonville
Rose, Zaida	St. Johns
Rose, Esther	Calumet
Rowland, Sarah	Mt. Clemens
Rogers, Linnie A.	Saline
Rodger, Esca G.	Mancelona
Roberts, May	Marine City
Rudd, Allura L.	Emery
Rutherford, Ezra	Volinia
Russell, Mella	Lansing
Sackett, Theata	Bellevue
Stapleton, Viva	Ovid
Spalding, Bessie	Richland
Schlanderer, Emilie M.	Ann Arbor
Steere, Edith A.	Ann Arbor
Steere, Bessie May	Pontiac
Smelser, Gertrude	Cadillac
Snell, Ida L.	Charlotte
Sweitzer, Ada E.	Shipshewanna, Ind.
Sweet, Helen M.	Detroit
Sherrard, Anna	Homer

Seamans, Frances	Grand Rapids
Schwender, Louise	St. Clair
Stevens, Jennie C.	Bellevue
Steele, Ina	Grand Rapids
Smith, Genevieve	Lansing
Smith, Harry C.	Ypsilanti
Sidebotham, Isabelle	Lake City
Smith, Marion	Cadillac
Smith, Pearl	Durand
Smith, Myrtie R.	Durand
Silk, Nellie E.	Hillsdale
Smith, Nellie A.	River Junction
Simons, Annie	Ypsilanti
Smith, Mabel A.	Martin
Scovel, Fred J.	Detroit
Schurtz, Helen	Negaunee
Schurtz, Anna H.	Negaunee
Sundbery, Marion	Wayne
Stuck, Harrison L.	Ypsilanti
Snyder, Ethel	Battle Creek
Tracy, Edith M.	Manchester
Tait, Bertha	East Tawas
Traphagen, Mabelle	Fenton
Taylor, Fannie	Ann Arbor
Trankler, Alta	Grand Rapids
Thompson, Mary L.	Ann Arbor
Thompson, Anna I.	Plainwell
Thornton, James	Milan
Thompson, Omar D.	Romeo
Van Hess, Frances E.	Zeeland
Van Houten, Alice	Flat Rock
Walsworth, Adelbert	Fremont
Whalian, Amy	Chelsea
Washburn, Edward R.	Hastings
Watters, Maude L.	Marlette
Wall, Nellie Maude	Rockford
Wheeler, Lorla A.	Petersburgh
Weippert, Tina	Grass Lake
Winter, Kathryn	Niles
Wiggins, Anna	Saginaw, W. S.
Whitcomb, Edith	Plainwell
White, Carolyn C.	Otsego
White, Grace Allen	Ann Arbor
Wilkinson, Tilla	Detroit
Wilson, Lou L.	Adrian
Wise, Loleata A.	Detroit
Wilson, Stanley	Hanover
Wolcott, Beatrix	Menominee

Wood V. Brooks	Bangor
Woods, Fred J.	Volinia
Worden, Gertrude	Hillsdale
Wood, Bessie	Charlotte
Worden, Lillian	Charlotte
Woodbury, Flora	Ypsilanti
Woodard, Nellie M.	Elsie
Youells, Avy	Flushing
Zoeller, Elizabeth G.	Saginaw, W. S.

FOURTH YEAR STUDENTS

Ash, Mary S.	East Tawas
Anderson, Marion	St. Clair
Abel, Alger A.	Ypsilanti
Allen, Grace H.	Lansing
Ackerman, Frank W.	Union City
Ashley, Addie M.	Homer
Abbey, Beulah C.	Ypsilanti
Anderson, Helene	Cassopolis
Andress, Mace	Chesaning
Austin, Bertha M.	Lowell
Ayer, Erminda	Manistee
Blanchard, May	Epsilon
Barbour, Willard	Ypsilanti
Blakeman, May Rozelle	Otsego
Baldwin, Bertha J.	Oakwood
Bassett, Edith K.	Novi
Bailey, Lillian	Ann Arbor
Bailey, Oma	Wayne
Barber, Emma	Quincy
Bray, Caroline	Okemos
Baker, Flora E.	Jonesville
Blackmer, Bertha	North Adams
Bradley, Alta Dora	Ypsilanti
Bass, Coralyn E.	Benton Harbor
Brandberg, Vera	Ludington
Blaess, Matilda	Saline
Bailey, Laverne	Cedar Springs
Bacon, Charlotte E.	Chelsea
Barden, Effie	Lansing
Barlow, Edna	Ypsilanti
Baker, Hattie L.	Carson City
Baird, Iva	St. Clair
Becker, Laura M.	Gallopville, N. Y.
Bellow, Luanna	Port Sanilac
Benjamin, Grace	Webberville
Beardsley, Loretta	Ypsilanti
Berry, Phy	Quincy

Beal, Vinora	Townley
Belland, Fred. A.	Champion
Bree, Mattie	Hancock
Beeman, Benj.	Williamston
Bixby, Edna	Lapeer
Birdsall, Emma P.	Saline
Bird, Emma M.	Charlevoix
Biery, Harriet	Camden
Boelio, Luella M.	Greenville
Brown, Lucy	Traverse City
Blodgett, Caroline E.	Ludington
Boyce, Minnie	Ypsilanti
Boulger, Martha	Sault Ste. Marie
Bole, Veva	Union City
Brown, Loretta	Port Huron
Burns, Hortense	Detroit
Buell, Clara	Union City
Buckley, Sara	Kalamazoo
Bucklin, Carrie E.	Olivet
Carpenter, Clifford D.	Bronson
Carter, Ethel	Hudson
Crane, Caroline	Ypsilanti
Campbell, Helen D.	Hillsdale
Chapman, Gertrude M.	Dexter
Clark, Jessie O.	Schoolcraft
Chapman, Charles W.	Fowlerville
Clark, Adella	Pentwater
Carroll, Mae Belle	Negaunee
Cass, Isabella A.	Ann Arbor
Clark, Inez	Belleville
Catton, Nellie M.	Benzonia
Cady, Florence Pearl	Ann Arbor
Clark, Juanita	Dearborn
Carr, Lee W.	Anderson
Carr, Francis D.	Pinckney
Crane, Edythe	Fenton
Crawford. S. E.	North Branch
Cady, Blanche C.	Grass Lake
Clement, Margaret J.	Clarkston
Compton, Mary E.	Toledo, O.
Cook, Henrietta M.	Grand Haven
Cooper, Amy Belle	Fowlerville
Collins, Madge	Painsdale
Comstock, Ida Grace	Ypsilanti
Darling, Lilla A.	Almont
Davis, Julia A.	Allegan
Day, Ransom H.	Newago
Day, Fannie B.	Charlotte

Dennie, Sadie	Charlotte
Deming, Frederika	Wayne
Dingfelder, Zaidee L.	Jonesville
Downing, Ada J.	Calumet
Doty, Jessie	Ionia
Dunker, Lora	Lansing
Dundass, Margaret	Ludington
Duthie, May A.	Grand Rapids
Dwyer, Florence	Hudson
Eagle, Mabel A.	Dayton, O.
Eldred, Edith M.	Quincy
Easton, Minnie	Dexter
Erickson, Arthur G.	Whitehall
Erickson, Ida	Whitehall
Ellis, Winnafred	Camden
Flarida, Edna	Reed City
Falconer, Mabel	Charlotte
Feeley, Margaret	Champion
Feemster, Lucy	Grand Rapids
Ferguson, Alfred	Grass Lake
Fiske, Lea A.	Ludington
Fischer, Amelia M.	St. Clair
Fribley, Laura	Big Rapids
Fisher, Vee	Harbor Beach
Fritz, Cecile	Cass City
Fohey, Helen C.	Ann Arbor
Foster, Clio	Vicksburg
Gasser, Caroline	Calumet
Garland, Hazel	Howell
Garlinghouse, Ethelyn	Tecumseh
Glass, Amy S.	Ypsilanti
Galloway, Lucy	Adrian
Geer, Florence H.	Benton Harbor
Greenaway, Eleanor	Fowlerville
Germaine, Genevieve	Muir
Gibson, Hattie B.	Ludington
Gilhooley, Maud	Cadillac
Giddings, Sara	Galesburg
Gillespie, Wilmer J.	Denton
Gilmore, Roy	Hart
Gow, Jean G.	Cadillac
Grout, Grace H.	Paw Paw
Hammond, Jessie	San Francisco, Cal.
Hathaway, Frank E.	Clifford
Hall, Ila	Benton Harbor
Harper, Audrid	Ypsilanti
Hathaway, William H.	Clare
Hammond, Lulu	Albion

Harmon, Laura	Owosso
Hayward, Cecile	Eaton Rapids
Harding, Mary E.	Chicago, Ill.
Hanes, Ellen	Owosso
Harris, S. Franc	Williamston
Herkimer, Mary O.	Scofield
Hischke, Ida	Detroit
Hines, Agnes M.	Hersey
Howard, Nina M.	Ypsilanti
Horner, Mayme	Reed City
Hoyt, Willard	Ypsilanti
Howe, M. Mabel	Homer
Holden, Hope Halo	Bellevue
Howe, Ethel June	Belding
Holt, Carol Mary	Grand Rapids
Hurd, May	Stanton
Hughes, Pearl	Fowlerville
James, Mae M.	Jackson
Johnson, Ruth	Howell
Judson, Otis L.	Montgomery
Knapp, Edna	Quincy
Katen, Helen K.	Greenville
Klaassen, Katherine	Grand Haven
Kellogg, Clinton E.	Ypsilanti
Keltie, Carolyn H.	Grand Haven
Kent, Etroile	Flint
Knevels, Madge	Chase
Kelly, Katherine	Kinde
Knight, Ernest E.	Elsie
Kingman, Nella A.	Lockport, N. Y.
Kinnee, Ida E.	Detroit
Knooihuizen, Grace	Fowlerville
Koslowsky, Elizabeth	Jackson
Koenig, Lydia	Traverse City
Larsen, Helma	Kalamazoo
Lewis, Jennie	Ypsilanti
Leary, Jennie	Calumet
Linderman, Winifred	South Haven
Lilley, Elizabeth M.	Belleville
Lindsay, Ida	St. Clair
Lorenz, Mary	Iron River
Lonsby, Carolyn	Mt. Clemens
Luxmore, Cora G.	Iron Mountain
Luxford, Grace	Manistee
Luxford, Eva E.	Manistee
Lyle, Ethel	Paw Paw
Maronde, Marie	Ludington
Markham, Awildia	Eaton Rapids

Markham, H. A.	Eaton Rapids
Marvin, Maude Hawks	Ypsilanti
Mero, Jennie	Ludington
Mead, Edith	Northville
Merritt, Carrie E.	Yorkville
Meeks, Ida V.	Danville, Ill.
Metz, Christine	Albion
Mills, Mabel Dixon	Tecumseh
Moody, Zelle A.	Mason
Moran, Ella L.	Harbor Beach
Monteith, Blanche	Martin
Moehlmann, Nellie H.	Detroit
Moloney, Mary E.	Hudson
Moyer, May	Williamston
Munson, John M.	Ypsilanti
Murphy, Jean	Petoskey
Mullenhagen, Clara H.	Petoskey
Munro, Margaret E.	Mt. Pleasant
McKay, Jean	Ypsilanti
Macmillan, Grace	Port Sarnia, Ont.
McIntyre, Edith	Bay City
McGillivray, Margaret	Oscoda
McDonald, Ethel M.	Sault Ste. Marie
McCormick, Mary L.	Gaylord
McGuinniss, Arthur A.	Dexter
Nason, Harriet	Saginaw
Neuman, Marie C.	Grand Rapids
Nester, Marie A.	Lake Linden
Newhouse, Eugenie	Grand Rapids
Nicholls, Mabelle	Lake Linden
Nims, Louise	Lexington
Nims, Bessie	Lexington
Nielson, Elva	Trufant
Niemeyer, Joanna	Benton Harbor
Novak, Charles M.	Traverse City
O'Neill, Mary C.	Hubbardston
Odle, Byron L.	Reed City
O'Hearn, Clara I.	Detroit
O'Toole, Grace	Bellevue
O'Connor, William	Port Huron
O'Connor, Emma R.	Port Huron
Payne, Ella	Utica
Pratt, Marion	Traverse City
Parkins, Almon E.	Rattle Run
Patterson, Jennie	Ypsilanti
Paine, Cora M.	Ypsilanti
Paxton, Clyde S.	Marshall
Packard, Tena L.	Plymouth

Patterson, Shirley S.	Jackson
Palmer, Nellie E.	Milford
Pheil, Florence	Coleman
Pennington, Elizabeth	Imlay City
Pessell, Lucy	Quincy
Peters, Mabel L.	Petersburgh
Perry, Seymour M.	Grand Blanc
Perkins, Florence	St. Johns
Perkins, Anna	Memphis
Preble, E. F.	Niles
Peterson, Helga	Whitehall
Pieters, Aleida J.	Fennville
Pitts, Mabelle Lucile	Centerville
Phillips, Elizabeth	St. Clair
Pierson, Louise	Leslie
Pilcher, Ellen	Albion
Price, Nellie K.	Mason
Potter, Celia	Willis
Plowman, Ethel F.	Grand Ledge
Pugsley, Katheryn	Albion
Quail Florence M.	Croswell
Rawdon, Harry	Ypsilanti
Redman, Mabel M.	Detroit
ReShore, Louise	Dowagiac
Reed, Emily C.	North East, Pa.
Rivett, Byron J.	Shepherd
Rice, E. Josephine	Utica
Rice, Harry E.	Elsie
Robinson, Emily P.	Mason
Rosso, Evelyn	Mt. Clemens
Rood, Frank B.	Nashville
Rodda, W. J.	Ypsilanti
Ross, Lucile	Ypsilanti
Royce, Addie L.	Owosso
Rossman, Mary	Leslie
Savage, Nettie M.	Wakelee
Shaw, Lena A.	Ypsilanti
Shaw, Addie	Lansing
Sharpe, Nina	Flint
Sandburg Linda	Shelby
Stratton, Donna	Troy, O.
Sawdon, Jonas	Chevingston
Shaffer, Lily	Albion
Saxton, Bessie	Ypsilanti
Salsbery, Charles	Elkton
Stark, Helen	Ann Arbor
Stark, Elvira	Ann Arbor
Sanders, Flora B.	Wyandotte

Sparling, Elizabeth	Mt. Clemens
Spafford, Frances J.	Bellevue
Streator, Mabel E.	Galesburg
Sweet, Minnie	Detroit
Stewart, Bertha	Hadley
Seaton, Florence	Almont
Spencer, Gertrude	Locke
Smith, Robert C.	Bath
Skillen, Mary	Iron Mountain
Sprinkle, Rolland W.	Beulah, O.
Sillito, Lucile	Xenia, O.
Smith, Julia G.	St. Johns
Smith, Bessie Irene	Grand Rapids
Skinner, Alice	Ann Arbor
Simmons, Ira N.	Armada
Simmons, Mary	Allen
Smith, Arthur	Reed City
Smith, Nellie E.	Ludington
Smith Florence E.	Saginaw, W. S.
Shigley, Roy	Hart
Smith, Richard A.	Laingsburgh
Schmidt, Bertha S.	Republic
Smith, May E.	Wayne
Shores, Juanita	St. Louis
Stow, Julia Augusta	Grand Rapids
Squires, Fred H.	Tipton
Sullivan, Julia	Houghton
Sullivan, Margaret	South Lake Linden
Snyder, Alta M.	Owosso
Treadwell, Nettie	Ann Arbor
Tremper, Cyrus	Pontiac
Thomas, Ruth R.	Portland
Thomas, M. Adelaide	Ypsilanti
Thompson, Mary E.	Saginaw, E. S.
Thoms, Alice M.	Ypsilanti
Thompson, Edith M.	Evart
Tooley, Bertha	Corunna
Troub, W. O.	Sunfield
Townsend, Ethel	Almont
Tubergen, Myrtle	Grand Rapids
Tucker, Annie L.	Big Rapids
Turner, Edna G.	Armada
Upham, Ruth	Flat Rock
Uren, Cora L.	Crystal Falls
Vaughan, Maude	Hillsdale
Van Camp, Alberta E.	Benton Harbor
Van Verst, Bertha	Fowlerville
Van Zile, Bertha L.	Northville

Van Buren, Elsie T.	Ypsilanti
Wallace, Newell B.	Williamston
Wagar, Jessie M.	Okemos
Walser, Stuart	West Salem, Ill.
Wall, Ruth C.	Cadillac
Waldron, John H.	Wacousta
Westgren, Lillian	Ishpeming
Weldon, Pearl	Eaton Rapids
Wehner, Clara	Otsego
Wilson, George K.	Ypsilanti
Whitlock, Ernest S.	Decatur
Wrisley, Bessie I.	Charlevoix
Winter, Orrin B.	Caledonia
Wilkinson, Bridgid	Jonesville
Wilson, Mabel K.	Ypsilanti
Whitcomb, Lettie A.	Vassar
Willsey, Frances Glennie	Cassopolis
Wise, Estella E.	Reed City
Withey, Enid	Marquette
Wilson, Elizabeth K.	Ypsilanti
Woodman, Winifred	Paw Paw
Woodman, Clara	Paw Paw
Woodward, Nellie	Frankfort
Wood, George L.	Frankfort
Wood, Mary Frances	Spring Lake
Young, Jessie M.	Adrian
Yonker, Nettie	Grand Rapids
Young, Mayme	Traverse City
Young, Lou Anna	Mt. Clemens
Zimmer, Iva B.	Manistee

POST-GRADUATES

Bailey, Luella Curtis	Ypsilanti
Ballou, Cora A.	Ypsilanti
Baker, Estelle E.	St. Johns
Clark, Lida	Ypsilanti
Cummings, Edna Dell	Ypsilanti
Creech, May	Ypsilanti
Childs, Ethel	Ypsilanti
Fisher, Lovisa	Tipton
Harnack, August	Ypsilanti
Hoyt, Eula Drew	Ypsilanti
Spencer, Roy E.	Ypsilanti
Watkins, Celia	Petoskey

DEGREE STUDENTS

Campbell, Lavilla H.	Ypsilanti
Iler, Helen A.	Ridgetown, Ont.
Kilgour, Bertha F.	Marlette

McPherson, W. B.	. .	Jasper, O.
Watkins, S. I.	. .	Petoskey

SPECIAL STUDENTS

Benjamin, Anna	. .	Flushing
Burt, A. Frances	. .	Grand Rapids
Cleveland, Lillian	. .	Ann Arbor
Cox, S. Louise	. .	Ypsilanti
Closz, Katherine B.	. .	Ypsilanti
Da Ratt, Gracia	. .	Ypsilanti
Fletcher, Rachel	. .	Ypsilanti
Green, Florence A.	. .	Clinton
Heller, Jessie J.	. .	Ypsilanti
Laird, Jessie	. .	Ypsilanti
Nash, Ruth B.	. .	Lawrence
Sprinkle, Mabel W.	. .	Beulah, O.
Stowe, Blanche	. .	Grand Rapids
Struble, Mabel	. .	Ypsilanti
Van Cleve, Kate	. .	Ypsilanti

CONSERVATORY STUDENTS

Abbott, Anna	Vocal	Ovid
Ackerman, F. W.	Vocal	Union City
Atchison. Mrs. G. M.	Piano	Hillsboro, O.
Auten, Myrtie	Piano	Milan
Auten, Stanley	Vocal	Milan
Auten, Willard	Vocal	Milan
Ayers, Avis	Piano	Ypsilanti
Austin, Laura	Vocal	Salem
Bailey, Oma	Piano	Wayne
Bauerle, Lena	Vocal	Kalamazoo
Backus, Minnie	Vocal	Fremont
Ballou, Cora	Vocal	Ypsilanti
Bartells, Emma	Piano	Grand Rapids
Benedict, Pearl	Vocal	Ypsilanti
Benson, Lulu	Public School	Ypsilanti
Bergin, Carrie	Piano	Ypsilanti
Berdan, Inah	Piano	Ann Arbor
Bissell, Maud	Vocal	Ann Arbor
Bishop, Florence,	Vocal	Eaton Rapids
Bliss, Ivah	Piano	Grand Ledge
Bradley, Alta	Piano	Ypsilanti
Brabb, Clara	Public School and Piano	Ypsilanti
Buell, Rex L.	Vocal and Organ	Ypsilanti
Burton, Mrs. Fannie	Vocal	Ypsilanti
Beaton, Elizabeth	Vocal	Oxford, O.
Camp, Gratia	Piano	Ypsilanti

Carlton, Mabel	Music and Drawing	St. Joseph
Carroll, Mabel	Piano	Negaunee
Case, Clio	Vocal and Piano	Jonesville
Cawley, Susie	Vocal and Piano	Morenci
Chase, Alma	Music and Drawing	Dexter
Chase, Eva M.	Vocal and Piano	Greenville
Ching, Fleda	Music and Drawing	Hart
Chubb, Gertrude	Vocal	Ann Arbor
Clement, Grace	Piano	Ypsilanti
Cole, Amy	Music and Drawing	Ypsilanti
Colvan, Ellen	Piano	Ypsilanti
Colvan, Percy	Piano	Ypsilanti
Cook, Milton	Vocal	Ypsilanti
Cooper, Hazel	Piano	Ypsilanti
Cornish, Mildred	Piano	Lawton
Cowan, Marian	Vocal	Port Huron
Crandall, Ethyl	Vocal	Union City
Cross, Alice	Piano	Ypsilanti
Da Foe, Mabel G.	Piano	Ypsilanti
Da Ratt, Mrs. G. W.	Piano	Ypsilanti
Davis, Lucy	Piano and Vocal	Ypsilanti
Denton, D. S.	Violin	Gregory
Dell, Margaret	Piano	Woodbury
De Pue, Winifred	Vocal	Ann Arbor
Deubel, Dee	Piano	Ypsilanti
Densmore, Ruth	Vocal	Ypsilanti
Dickinson, Lena B.	Music and Drawing	White Pigeon
Dignum, Marguerite	Piano	Ypsilanti
Egeler, Ethel	Vocal	Wayne
Egeler, Florence	Piano	Wayne
Elliott, Mary	Vocal	Cadillac
Elliott, Emma	Vocal	Ypsilanti
Ellsworth, George	Vocal	Ypsilanti
Ewald, Catherine	Piano	Pierpont, S. Dak.
Ellison, Ruth	Music and Drawing	Battle Creek
Farrington, Lucy	Public School	Ypsilanti
Feeley, Margaret	Music and Drawing	Ypsilanti
Fenn, Helen	Vocal and Organ	Benton Harbor
Ferguson, Maud	Vocal	Okemos
Forman, Fannie	Public School	Ypsilanti
Fox, Ethyl	Violin	Columbiaville
Furlong, John	Vocal	Cherry Hill
Freeman, Mary	Piano	Ypsilanti
French, Carrie L.	Piano	Mackinaw City
Fuhrman, Gertrude	Piano and Vocal	Ypsilanti
Gainsley, Mattie	Music and Drawing	Ypsilanti
Gallup, Lulu	Piano and Vocal	Wahpeton, N. Dak.
George, Grace	Vocal	Oberlin

George, Ralph	Vocal	Ypsilanti
Gibson, Mamie	Piano	Ypsilanti
Gill, Mrs. Bertha M.	Public School	Ypsilanti
Glas, Albert	Vocal	Flat Rock
Gleim, Elizabeth	Piano	Johnstown, Pa.
Goodwin, Rhea	Music and Drawing	Colon
Gray, Mrs. L. A.	Vocal	Ypsilanti
Greening, B. J.	Vocal	Monroe
Grover, Kate	Public School	Edensville
Gauntlett, Mrs. Fred	Piano	Ypsilanti
Halladay, Marta	Piano	Ypsilanti
Halladay, Nella	Vocal	Ypsilanti
Harding, Hazel	Vocal and Piano	Martin
Harding, Mary	Vocal	Chicago, Ill.
Harrington, Florence	Vocal and Piano	Brown City
Hathaway, Frank	Vocal	Clifford
Hathaway, W. H.	Vocal	Clare
Hatch, Florence	Piano	Ypsilanti
Hauser, Louise	Vocal	Vulcan
Hayes, Lewis	Organ	Reed City
Hayes, May	Organ	Reed City
Hendrick, Bertha	Public School	Clifford
Hess, Blanche	Music and Drawing	Lawrence
Hoag, Maud	Piano	Rice Lake, Wis.
Hoag, Maud	Vocal	Ypsilanti
Hornung, Myrtle	Violin, Vocal, Piano	Howell
Holden, Hope Halo	Vocal	Bellevue
Hoover, Maud	Piano	Troy, O.
Howe, Leone	Piano	Ypsilanti
Howe, Nora	Vocal and Piano	Howell
Howland, Kathryn	Vocal	Mt. Clemens
Huntington, Elisabeth	Music and Drawing	Jackson
Hunter, Irving	Vocal	Ypsilanti
Hunter, Lura	Music and Drawing	Ypsilanti
Ireton, Olive	Piano	Ypsilanti
Irwin, Christina	Piano	Ypsilanti
Jackson, Alta	Piano	Benton Ridge
Jackson, Chester	Vocal	East Tawas
James, Myrtle	Vocal	Caro
Johnson, Sylvester	Violin and Piano	Ypsilanti
Johnson, Ruth	Piano	Howell
Jones, Winifred	Piano	Jackson
Key, Mrs. Geo. F.	Vocal	Ann Arbor
Kirtland, Mary M.	Vocal	Glennville,
Koon, Margaret	Vocal	Ypsilanti O.
Krieger, George C.	Vocal	Delta, O.
La Bounty, Mrs. Grace	Vocal	North Branch
Ladue, La Norma	Piano	Denton

Lane, Nellie	Vocal	Marlette
Leek, Inez	Violin and Piano	Waterloo
Leu, Ada	Public School	Savanna
Ladner, Alta	Vocal	Big Rapids
Lonsbury, Dora	Piano	Reed City
Lorenz, Mary	Vocal	Ypsilanti
Lorenz, Josephine	Vocal	Ypsilanti
Manderfield, Lillian	Music and Drawing	Houghton
Mahana, Martha	Piano	Ypsilanti
Marble, Alice	Vocal	Ann Arbor
McKenzie, Ella	Vocal	Ann Arbor
McKercher, Sara	Vocal	Centerville
Meier, Elsa J.	Piano	Whittaker
Meyer, George	Violin	Ypsilanti
Morton, Minnie	Piano	Marlette
Mundweiler, Josephine	Public School	Ypsilanti
Mundweiler, Haidee	Vocal	Ypsilanti
Mills, Susan	Organ	Mason
Mereness, Eugenie	Music and Drawing	Ypsilanti
Metcalf, Rebecca	Piano	Jackson
McDermott, May	Piano	Ypsilanti
Nevius, Calla	Vocal	Frankfort
Nowlin, Alger	Piano	Ypsilanti
Nowlin, Nora	Piano	Ypsilanti
Oliff, Edith	Vocal and Piano	Clio
Pack, Mrs. Jennie	Piano	Ypsilanti
Paquette, Pearl	Vocal	Cheboygan
Payne, Gertrude	Vocal	Coopersville
Pease, Helen	Piano	Ypsilanti
Perry, Muda E.	Vocal	Columbiaville
Pierce, Blanche	Piano	Ypsilanti
Phillips, Lucy	Piano	Milan
Quigley, Madge	Piano	Ypsilanti
Quackenbush, Belle	Vocal	Imlay City
Reed, Marion	Vocal	Ypsilanti
Reynolds, Minnie	Piano	Hesperia
Reynolds, Ione	Music and Drawing	Paw Paw
Riblet, Donna	Vocal	Newaygo
Robertson, Blanche	Vocal	East Jordan
Rockwell, Alvira	Violin	Stockbridge
Rodda, Mrs. W. J.	Vocal	Primebay
Ross, Lucile	Vocal	Ypsilanti
Root, Beulah	Piano	Ypsilanti
Ryan, Catherine	Vocal	Minneapolis, Minn.
Satterlee, Bruce	Violin	Howell
See, Gertrude	Vocal	Midland
Shaw, Mamie	Piano	Ypsilanti
Shores, Juanita	Piano	St. Louis, Mo.

Sloan, Leda	Vocal	Ypsilanti
Smart, Gladys	Vocal	Fort Smith, Ark.
Smith, Arthur L.	Vocal	Reed City
Smith, Ethel L.	Music and drawing	Northville
Smith, Lorinda E.	Piano and Vocal	Marlette
Smith, Marion	Piano and Organ	Cadillac
Smith, Geneva	Piano	Ypsilanti
Skinner, Edna	Vocal	Kalamazoo
Springer, Abby	Vocal	Caro
Spore, Viva	Music and Drawing	Union City
Sprau, Lida	Public School	Miner Lake
Stewart, Edith	Piano	Hayes
Stitt, Bert	Vocal	Ypsilanti
Stone, Blanche	Vocal and Piano	Grand Rapids
Strang, Grace	Vocal	Ypsilanti
Strang, Claribel	Piano	Ypsilanti
Struble, Mrs. R. H.	Vocal	Ypsilanti
Swift, Grace	Vocal	Greenville
Taylor, Mella	Vocal	Ann Arbor
Thorn, Veva L.	Piano	Ypsilanti
Thoms, Bertha	Music and Drawing	Three Rivers
Thomas, Adelaide	Vocal	Ypsilanti
Thompson, Mabel	Piano	Port Huron
Townsend, Edna	Piano	Galesburg
Thrall, Mrs. Ida	Piano and Vocal	Big Rapids
Trierweiler, Katherine	Vocal	Lansing
Trim, Faith	Special	Ypsilanti
Vance, Bertha L.	Piano and Vocal	Fowler
Vail, Mabel	Vocal	Ypsilanti
Van Horn, Lillian	Music and Drawing	Three Rivers
Wait, Marjorie	Vocal	New York, N. Y.
Wallin, Alice	Vocal	Northville
Wells, Zoe	Public School	Galesburg
Welch, Elizabeth	Vocal	Milford
Westfall, Lulu		Ypsilanti
Westcott, Myrtle	Piano	South Haven
Whiting, Anna	Vocal and Piano	Spencer Brook, Minn.
Witmire, Tony	Vocal	Ypsilanti
Willits, Estella	Vocal	Detroit
Wilkinson, Tilla	Music and Drawing	Detroit
Williams, Elsie	Special	Reed City
Wilson, N. Stanley	Vocal	Hanover
Wilbur, Mrs. Fred.	Vocal	Ypsilanti
Wiard, Grace	Vocal	Ypsilanti
Winton, C. J.	Piano and Organ	Milford
Withey, Enid	Organ	Marquette
Wood, Grace	Music and Drawing	Hanover
Woodbridge, Mrs. F.	Vocal	Ypsilanti

Zimmer, Iva	Violin	Manistee
Zagelmeier, Grace	Music and Drawing	Hastings

CONSERVATORY POST-GRADUATES

Bostick, Arthur L.	Piano	Ypsilanti
Brown, Howard	Vocal	Ypsilanti
Deubel, De Lynn	Public School	Ypsilanti
Ellis, Fred. G.	Vocal and Piano	Ypsilanti
George, May O.	Organ	Ypsilanti
Guerin, Grace	Public School	Ypsilanti
Lawrence, Mrs. Don	Vocal	Ypsilanti
Porter, Eleanor	Vocal	River Forest, Ill.
Smith, Bernice	Vocal	Ypsilanti
Strong, Frances	Organ	Ypsilanti
White, Minor	Organ, Vocal and Piano	Ypsilanti

STUDENTS ENROLLED IN SUMMER SCHOOL

Ash, May	
Abbey, Beulah	Ypsilanti
Alexander, Effie	Addison
Ackley, Hazel	Litchfield
Allen, Lottie	Albion
Allen, Effa	Bloomingdale
Albertson, Emma M.	Menominee
Ableson, Maggie	Plymouth
Angell, Margaret C.	Columbus, O.
Ahearn, Agnes	Marlette
Avery, Laurence G.	Ypsilanti
Atchison, George M.	Hillsboro, O.
Atkinson, Stephen G.	Millington
Atchison, Gertrude	Hillsboro, O.
Atkinson, Frank H.	Reese
Arnold, Edna	Eaton Rapids
Austin, Olivia	Whitehall
Allyn, Minnie C.	Chelsea
Banta, Ethel	Castine, O.
Bray, Edith	Ypsilanti
Bray, Ethel	Ypsilanti
Bauerle, Lena	Kalamazoo
Bradley, Alice	Ypsilanti
Black, Elsie	Greenville, O.
Bailey, Cora C.	Pontiac
Bray, Caroline	Okemos
Barns, Burton A.	Delray
Bates, Guy	Nettle Lake, O.
Bates, Angie	Detroit

Blanchard, Edith	Grand Rapids
Blaine, Fannie	Jasper
Barnes, Mae E.	Algonac
Baxter, J. H.	Oxford
Bass, Coralyn E.	Benton Harbor
Baxter, Laura	Yale
Ball, Nettie	Ypsilanti
Bacon, Edith	Chelsea
Baxter, Elizabeth	Ypsilanti
Babbit, Jean M.	Ypsilanti
Ballou, Cora Annette	Ypsilanti
Blackney, Mabel	Clio
Blair, Maude	Homer
Bates, Frona	Jackson
Bennett, Alice	Stanton
Beaton, Elizabeth	Oxford, O.
Beasley, Lena	St. Johns
Brewer, Ella	Sandusky, O.
Bellow, Luanna	Pt. Sanilac
Benedict, Grace	Ionia
Bear, M. Mintha	Brown City
Beeton, Bernice	Greenville
Brennan, Margaret	Detroit
Beaumont, Grace	White Lake
Brennan, Elizabeth	Detroit
Berger, Helen	Toledo, O.
Bignell, Lillian	Quincy
Biddle, Louise	Grand Rapids
Bright, Alma A.	Port Hope
Birdsall, Emma P.	Saline
Bieske, Augusta	Detroit
Bierkamp, George	Wyandotte
Bierkamp, Mary	Wyandotte
Bishop, Louise	Galesburg
Bixler, Fleeta M.	Three Rivers
Bird, Emma	Charlevoix
Biehant, Grace	Greenville, O.
Boulanger, Belle	Ypsilanti
Brooks, Mary	Crystal Falls
Bohm, Mertie M.	Fowlerville
Brock, Roby	Whitehall
Bole, Veva A.	Union City
Brown, Gail	Minneapolis, Minn.
Bloomer, Stella	Ionia
Brogan, A. P.	Marysville
Brown, Lefa	Plymouth
Brooker, Lena	Capac
Broecker, R. W.	Hadley

Burgess, Ora	St. Louis
Burns, Katherine	Jackson
Burman, Alice	Jackson
Burns, Jennie L.	Litchfield
Buckley, Sarah	Kalamazoo
Burnett, Phoebe	Cheboygan
Burns, Hortense	Detroit
Burnett, Winifred D.	Hamburg
Buck, Elizabeth	
Buck, Lucy	Three Rivers
Bucklin, C. Edith	Olivet
Bryant, Maude	Port Huron
Cassill, Owen E.	Welston, O.
Crawford, Ralph A.	Kings Mills
Carter, Carrie L.	Newaygo
Carter, Howard G.	Canton, O.
Catt, Hattie	Bangor
Campbell, Lavilla	Ypsilanti
Carriveaux, Hattie	Hillsdale
Clack, Emma Rosetta	Oxford
Chapman, Estelle M.	Jackson
Campbell, Celia	Troy, O.
Chapman, Gertrude	Dexter
Cartwright, Fred D.	Akron
Chaffee, Mabel	Paw Paw
Cavanaugh, Catherine	London
Chapman, Ivan E.	Ypsilanti
Campbell, Theresa	Sault Ste. Marie
Chapin, Della B.	Toledo, O.
Chapman, C. W.	Fowlerville
Cavanaugh, A. W.	Detroit
Campbell, Emma	Lamb
Clement, Margaret	Clarkston
Childs, Mabel	Fowlerville
Childs, Hanna Ethel	Ypsilanti
Cronan, Lizzie	Blaine
Corazzi, Grace	Ypsilanti
Cogswell, Clara	Ypsilanti
Cornish, Hubert R.	Saline
Cowan, Marion	Port Huron
Corbett, Frances	Mansfield
Colby, Grace M.	Armada
Cook, Anna Estes	Traverse City
Cross, Mabel L.	Ypsilanti
Corson, Martha	Ann Arbor
Compton, Mrs. Mary S.	Toledo, O.
Curtis, Ethel	Greenville, O.
Cummings, Lillian	Charlevoix

Churchill, Ralph C.	Burnside
Curry, Louis	Ionia
Chubb, Gertrude	Ann Arbor
Davidson, Anna L.	Hillsboro, O.
Davis, Alena B.	Jackson
Davis, Lucy A.	Ypsilanti
Davis, Cena	Greenville, O.
Davis, Frank	Fremont
Davis, Florence H.	Ypsilanti
Day, Ina B.	Owosso
Dean, Effie	Benton Harbor
Dewey, Kittie M.	Concord
De Voe, Una	Ypsilanti
Dresser, Edith R.	Lansing
Derham, Alvaretta	Corunna
De Rue, Winifred	Ann Arbor
Dickman, Ida S.	Cheboygan
Doyle, Persis	Delphi, Kan.
Doty, Jessie	Ionia
Drouyor, N. J.	Ypsilanti
Dusse, Minnie	Mt. Clemens
Dunton, Lena E.	Grass Lake
Du Bard, Emma M.	Michigamme
Duchene, Adelle	St. Clair.
Edwards, Edith	Riley Center
Egeler, Mabel	Wayne
Egeler, Dena	Wayne
Elwell, Ruth	Standish
Ellis, Rose	Ypsilanti
Elliott, Clarissa	Greenville, O.
Elliott, Mary	Cadillac
Flanders, Mabel E.	Kalamazoo
Flarida, Edna	Reed City
Flagg, Rena	Kalkaska
Faling, Lulu R.	Kalamazoo
Falconer, Mabel	Charlotte
Falconer, Mertie I.	Ypsilanti
Fellows, Cora M.	Schoolcraft
Ferguson, Maude	Mason
French, Carrie L.	Mackinaw City
Fletcher, Mildred	Ypsilanti
Fletcher, Fanny	Ypsilanti
Ferrigan, Gertrude	Milford
Fribley, Kate L.	Ypsilanti
Findlay, Isabel	Maple Rapids
Fitzpatrick, Mae	Memphis
Finch, Minnie	Hillsdale
Fitzsimmons, Maude	Reading

Fitzsimmons, Grace	Reading
Finton, Carrie	Ypsilanti
Fitzgerald, Eliza	Bellevue
Froh, Mary	Toledo, O.
Foley, M. Agnes	Utica
Foster, C. R.	Big Rapids
Ford, Jessie	Concord
Fuller, Mabel M.	Fowlerville
Fullerton, Eva D.	Galesburg
Gray, Etta M.	Smith's Creek
Gardner, M. Eola	Ypsilanti
Graham, Mabel	Owosso
Graham, Mary E.	Port Huron
Gass, O. M.	Flat Rock
Garland, Hazel	Howell
Geer, Florence	Ypsilanti
Green, Edith M.	
Green, Loa	Utica
Greene, C. E.	Ypsilanti
Greeley, Gertrude	Albion
Geiger, Pauline	Ypsilanti
Gibson, Mamie	Ypsilanti
Girdwood, Luella	Owosso
Groell, Elva	Napoleon
Goodwin, Sophy	Port Huron
Gordon, Donald C.	Detroit
Gordon, Louise	Litchfield
Grosvenor, Mildred	Mt. Clemens
Gorton, Aaron T.	Stockbridge
Gross, Matilda	Manistee
Goodwin, Gertrude	Wyandotte
Goodell, F. Maude	Manchester
Guerin, Grace	Ypsilanti
Hart, Maude	White Pigeon
Havlicek, Tekla	Toledo, O.
Haines, Laura M.	New Carlisle, Ind.
Hartshorn, Maude M.	Ray
Hartman, Mary S.	Sylvania, O.
Halladay, Will L.	Portland
Hammon, Ray	Milton
Harden, Lulu	Jackson
Harris, D. D.	Webberville
Harbison, Emma	Greenville, O.
Hawks, Jessie M.	Galesburg
Hawes, Pansy E.	Vermontville
Harris, William	Careleton
Hammond, Lulu	Albion
Harrison, Celeste	Monroe

Hall, Ila	Benton Harbor
Hazen, Mary Ruby	Marine City
Harvey, Emma	St. Johns
Hayward, Ella	Morocco
Hayes, Harriet	Yale
Hathaway, W. H.	Clare
Hauser, Louise C.	Vulcan
Hamet, Grace	Algonac
Herron, Edith	Port Huron
Herr, Gertrude	Menominee
Henderson Lena V.	Memphis
Heintz, Ida G.	Armada
Hickox, Elva	Charlotte
Higgins, Stella	Bellevue
Hiatt, Florence E.	Coldwater
Hicks, Zea	Whitehall
Hise, Nora	Fort Smith, Ark.
Howard, Frank E.	Orange
Hoover, Maude	Troy, O.
Hoyt, Willard	Howell
House, Amy	East Townsend, O.
Howland, Katherine	Mt. Clemens
Hoppheim, Florence	Lansing
Hobbs, Grace	Kalkaska
Hoag, Amy	Springport
Horner, Mayme	Reed City
Howe, Martha	Flint
Holden, Lila	Brown City.
Hughes, Henry T.	West Milgrove, O.
Hutchins, Mabel	Lawrence
Hulsart, Virginia	Morley
Hulbart, Beryl	Tawas City
Hufnagle, Ethel	Greenville, O.
Hubbard, Lillian	Fort Smith, Ark.
Hutchison, Bessie	Greenville
Hunter, Minnie	Ovid
Hunter, Irving B.	Ypsilanti
Hyslop, Ella	Elmer
Ingham, Agnes	Coshocton, O.
Iler, Helen A.	Ridgetown, Ont.
Irish, Nina E.	Dundee
Jefferson, Lulu May	Berlin, Wis.
Jones, Margaret	Sault Ste. Marie
Jones, A. F.	London
Josenhans, R. J.	St. Louis, Mo.
Karmsen, Zelma	Greenville
Katen, Helen	Greenville
Katen, Isabella	Greenville

Knauph, Inez	Three Rivers
Knapp, Lillian	Otsego
Kennedy, James S.	Saginaw
Kelley, Katherine	Hartland
Ketcham, Anna L.	St. Johns
Kehoe, W. J.	Tawas City
Kelleam, Klyde	Fort Smith, Ark.
Kellogg, Clinton E.	Ypsilanti
Knecht, Alice	Oxford, O.
Kellogg, Myrta M.	Leroy
Kern, Mattie E.	Northville
Keveney, Maude	Chauvis
Kimball, Alice P.	Grand Rapids
Kimball, Marian	Portland
Kilgour, Bertha	Marlette
Kirtland, Mary M.	Glenville, O.
King, Claire	Albion
Kinnee, Ida E.	Detroit
Kimball, Katherine	Michigan City, Ind.
King, Mabel	Pontiac
Knight, E. E.	Elsie
Kirby, Anna	Galesburg
Kirby, Wm. Gifford	Galesburg
Krieger, Ethelyn	Grant
Lane, Nellie M.	Marlette
Laurie, Bertha M.	Ypsilanti
Laraway, Lou G.	Plymouth
La Bounty, Mrs. Grace	North Branch
La Bounty, Orvice	North Branch
Lardie, Myrtle Estelle	Ludington
Laurie, Tillie	Coshocton, O.
Lamphere, Emma	Hillsdale
Lampheen, Fred	Maple Rapids
Lane, Bertha A.	Millington
Larsen, Annetta	Whitehall
Lemonds, Anna	Fort Smith, Ark.
Lee, Harry D.	Decatur
Leland, Bernice M.	Detroit
Lewis, Jennie	Ypsilanti
Leddy, Dora	Ypsilanti
Leonardson, Frank M.	Milton
Lennox, Abbie Leone	Millington
Lewis, Jessie M.	Benton Harbor
Lightfoot, A. B.	Big Rapids
Litchfield, Melvina	Dexter
Lindsay, Margaret	Prairieville
Linton, Margaret	Tecumseh
Loveland, E. O.	Tower, Minn.

Lockhart, Alma	Ypsilanti
Lorenz, Mary	Iron River
Lorenz, Josephine	Iron River
Lunger, Ray C.	New Haven
May, Millie	Port Huron
Major, Clara	Milford
Matz, Stella V.	Bellevue, O.
Marshall, Berthena	Morenci
Martin, Josephine	Portland
Martindill, J. W.	Manistee
Mackey, Jessie	Milan, O.
Manning, Beatrice	Marshall
Martin, Lulu	Portland
Maxon, Neenah	Three Rivers
Maxam, Elsie	Waterford
Markham, H. A.	Eaton Rapids
Markham, Awildia	Eaton Rapids
Meyer, Mary	Fort Smith, Ark.
Melody, James B.	Union City
Metler, Carson C.	Flat Rock
Meyers, Louis	
Meyer, Marie	Oakwood
Meyers, Elsie	Three Rivers
Metz, Christine	Albion
Meyer, Magdalena	Lincoln, Ill.
Meyer, Mary	Lincoln, Ill.
Miller, C. C.	Lansing
Mishler, Jannette	Three Oaks
Miller, Maggie	Akron, O.
Miller, Ella	Milan
Montgomery, Nellie A.	Hillsdale
Morgan, Catherine	Ypsilanti
Moloney, Mary	Hudson
Montague, Etta M.	Ovid
Morrison, Leta	Coopersville
Morris, Bessie	Mulliken
Moore, Flora	Kalamazoo
Moeller, Julius	Hillsdale
Mohr, Eva Eliza	Blissfield
Morrison, Jennie B.	St. Johns
Murphy, Cora	Versailles, O.
Murphy, Clara	Portland
Munson, John M.	Ypsilanti
Macauley, Alison	Armada
McKay, Jean	Ypsilanti
McKay, Edith	Spring Arbor
McMartin, Katherine	Port Huron
McCrary, Clara M.	Hope

McCaren, May	Sanilac Center
MacCready, Ara Maude	Ypsilanti
McGregor, May	Vermontville
McGeorge, Besse	Almont
McMichael, Mary	Detroit
McKinnon, Agnes	Saline
MacDougall, Harriett	Salt Lake City, Utah
McCormick, Mattie	Port Huron
McConnell, Louise Cary	Jackson
McCoy, Bessie	Walled Lake
McQuillen, Theodora	Lyons
McClure, Kate	Coshocton, O.
McGuinnis, Clara	Dexter
McGuinnis, Elizabeth	Dexter
McDuffie, Anna	New Carlisle, Ind.
Nelson, Mary M.	Hudson
Neuman, Marie C.	Grand Rapids
Newbirt, Kathryn H.	Toledo, O.
Niebling, Emma	Okemos
Nimmo, Reay	Cheboygan
Noyes, Frances	Chelsea
Nowlin, Clarence	Jackson
Norton, Grace B.	Frankfort
Odle, Byron Louis	Reed City
Oliff, Minnie	Clio
Ormond, Anna	White Lake
Orcutt, Rose	South Butler
Ormsby, Vie	Clio
Payne, John W.	Bakers
Page, Florence	Pontiac
Payne, Gertrude	Coopersville
Payne, Ruby	Coopersville
Pancoast, Anna	Ashtabula, O.
Padley, Edna M.	Milford
Pratt, Marion	Traverse City
Payne, Ella	Utica
Paine, Cora M.	Ypsilanti
Pretty, Phea Helen	Spring Arbor
Perry, Pearle	Greenville, O.
Pearsall, Maude	Birmingham
Pessell, Lucy	Quincy
Pennington, Anna	Imlay City
Pennington, Elizabeth	Imlay City
Perrine, Emma H.	Tekonsha
Plessinger, F. W.	Greenville, O.
Pilcher, Leonora	Albion
Phillipi, Charlotta	Three Oaks
Pittman, Lila	Geneva

Pieters, Aleida J.	Fennville
Potter, Mary L.	Willis
Potvin, Emma C.	Newberry
Pullen, Laura	Ypsilanti
Putnam, Mary E.	Howell
Quackenbush, Alice	Grand Ledge
Raymond, Gertrude	Mason
Ray, Phoebe	Yale
Raine, Ida M.	Whitehall
Randall, Grace	South Haven
Reading, Gertrude	Flat Rock
Reitz, Josephine	Bellevue
Reading, Carlos A.	Flat Rock
Redman, Mabel	Detroit
Reinberg, Aleida H.	McBain
Replogle, Minnie B.	Hastings
Richter, Emma	Dayton
Richmond, C. E.	Litchfield, Ill.
Rice, Franc	Ypsilanti
Rich, Louie	Salem
Rooney, Augusta	Wichita Falls, Tex.
Rose, Belle	Osseo
Roper, Vida Belle	Redford
Root, Erwin	Adrian
Robertson, Blanche	East Jordan
Roosa, Agnes	Marshall
Roche, Georgia	Lake City
Robinson, Lilly	Dexter
Rodger, Mary A.	Elmira
Ross, Bertha	South Haven
Rutherford, Bertha	Milford
Russ, Clara Lillian	Adrian
Ryan, Catherine	Minnespolis, Minn.
Schaefer, Lenna	Ypsilanti
Schaible, Emma K.	Manchester
Shaw, Addie	Lansing
San Souci, Hattie	Ecorse
Sage, Tilla	Ypsilanti
Sprague, Birdelle	Ypsilanti
Sanborn, Eva	Portland
Shaw, Elwood	Vassar
Saxton, Bessie	Ypsilanti
Sandberg, Linda	Shelby
Smart, Willard	Fort Smith, Ark.
Sparling, Elizabeth	Mt. Clemens
Salyer, Frances	Caro
Saley, Flora	Manchester
Shaw, Myrtle M.	Ypsilanti

Smart, Gladys	Fort Smith, Ark.
Sherwood, Kate	St. Joseph
Sheehan, Nettie	Grand Rapids
Sheffer, Lucy B.	Fenton
Sherman, A. E.	Byron
Skentlebury, Mabelle	Lake Odessa
Shelander, Esther	Whitehall
Seymour, Cora E.	Coldwater
Sheap, Myrtle L.	Detroit
Stevens, A. J.	Bangor
Seeger, Mary	Michigan City, Ind.
Sellors, Lucile	South Haven
Sherman, Gertrude	Owosso
Stevens, Mary	Owosso
Stelzer, Anne	Newark, O.
Shreve, Nettie H.	Toledo, O.
Sweetland, Tracy O.	Kuhn, N. Dak.
Spencer, Bessie	Aurora, O.
Snedicor, Jennie	Ypsilanti
Stevens, Bertha	Port Huron
Smith, Sadie	Coshocton, O.
Schmitt, Ferdinand H.	Sebewaing
Smith, Edith	Wyandotte
Smith, Robert C.	Bath
Smith, Laurence J.	Ypsilanti
Smith, Lorinda	Marlette
Smith, Mrs. Elizabeth M.	Ypsilanti
Smith, Arthur L.	Reed City
Smith, Louise	Morenci
Smith, Mary M.	Smith's Creek
Smith, Mary E.	Rose City
Schmid, Alma	Manchester
Sidener, Grace	Sturgis
Silk, Edith	Hillsdale
Simmons, Anna	Buchanan
Simmons, Gertrude	Buchanan
Silsby, Fred J.	Webberville
Silsby, Harry R.	Webberville
Stiles, E. Merta	Homer
Sillito, Lucile	Xenia, O.
Switzer, Willard	Lima, Ind.
Switzer, Ada	Shipshewana, Ind.
Skinner, Alice	Ann Arbor
Stitt. Albert C.	Ypsilanti
Shores, Juaniata R.	St. Louis, Mo.
Soults, Harriet	Birmingham
Sloan, Nettie D.	Ypsilanti
Schofield, Mary L.	Gregory

Sloan, Lida	Ypsilanti
Strong, Pearl	Kalamazoo
Storz, Matilda	Royal Oak
Storrs, Bessie	Algonac
Snowdon, Alice Eddy	Ypsilanti
Shoults, C. A.	Brown City
Scott, Rosa	Fortogany, O.
Stukey, Rachel	Bryan, O.
Squires, Mrs. Margaret	Ypsilanti
Sullivan, Mary G.	Lapeer
Summers, Elizabeth	Mt. Clemens
Snyder, Myrtle	Riley Center
Taft, Ira O.	Webberville
Tait, Anna C.	East Tawas
Trathen, Sidney P.	Houghton
Taylor, Etta H.	Milford
Tracy, Nellie	Saginaw
Taylor, Mary	Oxford
Tench, Sidney W.	Lawton
Trion, Jennie	Versailles, O.
Troub, Minnie	Sunfield
Thomas, Ruth	Portland
Thomas, M. Adelaide	Ypsilanti
Thomas, Hope	Portland
Troub, Wm. O.	Sunfield
Thomas, Alice M.	Ypsilanti
Thomas, M. Norma	Metamora
Tuttle, Mary E.	Ypsilanti
Upham, Ruth	Flat Rock
Uren, B. Ethel	Norway
VanFleet, Bessie	White Pigeon
VanWagoner, Nettie L.	Lansing
Vaughn, Cynthia	Bloomingdale
VanVleck, Ivy A.	Lawton
Villeneuve, M. Delphine	Wyandotte
Walter, Ida M.	Quincy
Whalley, Nympha	Hart
Warren, Jennie B.	Tekonsha
Watkins, Stephen I.	Petoskey
Waldron, John H.	Wacousta
Walterhouse, Mary B.	Clinton
Ward, Frances	Ypsilanti
Warren, Edgar J.	New Baltimore
Ward, Shirley	Ypsilanti
Watters, Belvia	Manchester
Westgate, Clara	Hillsdale
Wells, Zoe	Galesburg
Wreidt, E. A.	Clinton

Welch, E. G.	Clare
Weese, Mina B.	Benton Harbor
Wheeler, Mary L.	Sturgis
Welch, Elizabeth	Milford
Weber, Lorne,	Elkton
Weyant, Emma	Mt. Pleasant
West, Mrs. Mamie	Hillsdale
Wise, Anna L.	Detroit
Wilson, Elva	Millington
Wilkinson, Tilla	Detroit
Willsey, Frances G.	Cassopolis
Wilson, Mabel	Ypsilanti
Whiteley, M. Mabel	Marlette
Wright, Winifred	Benton Harbor
Wilber, H. Z.	Marlette
Whitaker, Belle	Otter Lake
Wright, Mrs. Lettie	Ypsilanti
Wilson, Luella B.	Hanover
Wilson, Elizabeth	Ypsilanti
Wilson, Geo. K.	Ypsilanti
Wilks, Ada	Garden Dale
Willoughby, Daisy	Owosso
Wilson, Cora,	Ypsilanti
Worden, Lillian	Charlotte
Woodbury, Flora E.	Ypsilanti
Wood, Martha	Gregory
Woodworth, Levina	Gregory
Wood, Lena	Ypsilanti
Woodward, Blanche	Alma
Young, Jessie M.	Adrian
Youells, Avy	Flushing
Young, Mayme	Traverse City

LIST OF GRADUATES 1901-02

September 27, 1901

DIPLOMA COURSE, LIFE CERTIFICATE

Balden, Clara Sophia	Dexter
Bennet, Angie Maud	Carson City
Brooks, Harriet Eugenie	Grand Rapids
Brooks, Sarah J.	Beddow
Broecker, Richard A. W.	Hadley
Costello, Helen	Battle Creek
Doxsie, Georgiana A.	Ypsilanti
Dykhouse, Della	Grand Haven
Evans, S. Maud	Chicago, Ill.
Fowler, Bertha Margaret	Owosso

Fuller, A. May	Lansing
Hess, Marjorie R.	Lawrence
Horton, Howard H.	Bronson
Howard, Olive	Houghton
Jones, Nellie E.	Cassopolis
Juistema, Alberta	Grand Haven
Kahler, Clo M.	Plainwell
Lee, Harry D.	Decatur
Mann, Jessie E.	Concord
Martin, Florence A.	Chelsea
Morrison, Agnes B.	Paw Paw
Mosher, Ada P.	Grand Rapids
McLean, Jennie	Hancock
McWhinney, Percy G.	Fremont
Oakes, Tillie A.	Wayne
Parkes, Anna S.	Ypsilanti
Paine, L. Clyde	Sparta
Parker, Lena M.	Dimondale
Pretty, Phea H.	Spring Arbor
Pearce, Webster H.	Springport
Potter, Mary L.	Willis
Pryor, Nellie M.	Hastings
Reeve, Cora A.	Dexter
Roth, M. Elizabeth	Elizabeth
Spalding, Vera	Three Rivers
Stein, Carrie	St. Clair
Smith, Mattie A.	Bath
Treadgold, Maybell A.	Albion
Van Bendegon, Cora	Grand Haven
VanDeventer, Ellis G.	Ithaca
Waring, Bernice E.	Kalamazoo
Watson, Mae G.	Ypsilanti
Welsh, Mary H.	Grand Rapids
Wisman, George W.	Clayton

FIVE YEAR CERTIFICATE

Anderson, Margaret	Plainwell
Clapp, Susiana	Owosso
Cowles, Gertrude A.	Gladwin
Coville, Gervase	Galesburg
Cornish, Hubert Ray	Saline
Cole, Maud E.	Owosso
Force, Evelyn M.	Adrian
Herr, Gertrude M.	Menominee
Keyser, Mabel	Birmingham
Kehoe, William J.	Tawas City
Lake, James G.	Sault Ste. Marie
Long, Elsie Almayda	Coldwater

Munger, Ella M.	. .	Ypsilanti
Parsons, Myra A.	. .	Delray
Smith, Lawrence J.	. .	Denton
White, Louise E.	. .	Kalamazoo
Wilber, Horace Z.	. .	Ypsilanti

DEGREE B. Pd.

Holbrook, Emma M.	. .	Ypsilanti
Shultes, Florence	. .	Martin
Snowden, Alice Eddy	. .	Ypsilanti
Travis, Ora	. .	St. Johns
Thompson, Mary E.	. .	Birmingham

January 14, 1902

DIPLOMA COURSE, LIFE CERTIFICATE

Burlingame, Amy May	. .	Union City
Cook, Alma	. .	Hanover
Davis, Jennie A.	. .	Ypsilanti
Dansard, Josephine	. .	Monroe
Dodge, Alice Mary	. .	Republic
Flint, Marguerite	. .	Cement City
Hinkle, Radia Sophia	. .	Mendon
Huff, Grace C.	. .	White Pigeon
Lent, Mary Louise	. .	Ypsilanti
LeFurge, Charles Everett	. .	Ypsilanti
Mattison, Kate Sneade	. .	Manton
Milroy, Ina	. .	Berlin, Germany
Mercer, Frances L.	. .	St. Clair
O'Donnell, Margaret E.	. .	Detroit
Partch, Hoyt Carlton	. .	Romeo
Pierce, Ida	. .	Ceresco
Ross, Annie	. .	Detroit
Treadgold, Nellie M.	. .	Albion
Wood, Harriet Janet	. .	Luther

FIVE YEAR CERTIFICATE

Greeley, Gertrude	. .	Tecumseh
Johnson, Anna Florence	. .	Evart

DEGREE B. Pd.

Cramer, William D.	. .	Ypsilanti
Wood, Allen Fred	. .	Ypsilanti

April 8, 1902

DIPLOMA COURSE, LIFE CERTIFICATE

Farnsworth, Inez T.	. .	Madelia, Minn.
Fox, Eleita M.	. .	Marshall
Josenhans, Reinhold J.	. .	St. Louis, Mo.

Lewis, Katherine Vienna	West Leroy
La Munion, Maude	Benton Harbor
Marx, Harriet G.	Port Huron
Roode, John Q.	Yale
Stellwagen, Elizabeth	Wayne
Udy, Beatrice May	Yankton, S. Dak.

FIVE YEAR CERTIFICATE

Barns, Burton A.	Delray
Fraser, Louise Helen	Detroit
Kirby, Joseph N.	Volinia
Ray, Ida May	Delray

June 25, 1902

DIPLOMA COURSE, LIFE CERTIFICATE

Adair, Kathryn	Port Huron
Armstrong, Edwin T.	Adrian
Adams, Edith E.	Traverse City
Alden, Kate A.	Grand Rapids
Avery, Lawrence Gordon	Ypsilanti
Arnot, Mabel	Ypsilanti
Aulls, Jessie N.	River Raisin
Baker, Estella E.	St. Johns
Brewster, Mary Dot	Prattville
Brems, Edna Margaret	Ypsilanti
Briggs, Virginia	Edmore
Bliss, Franc N.	Jonesville
Bierkamp, George A.	Wyandotte
Bixby, Ida L.	Kalamazoo
Brown, Ethel Lynn	Hastings
Brown, Lillian	Ionia
Brown, Alice L.	Ypsilanti
Burt, Rosy W.	Bessemer
Buck, Neva	Ypsilanti
Carrick, Ada S.	Ann Arbor
Clark, Helen Etta	Merrill
Chambers, May	Cheboygan
Craig, Mattie T.	Hancock
Craig, John A.	Howard City
Cross, Mabel C.	Ovid
Cooley, Harriet Bernice	Coldwater
Cummings, Lillian Cope	Toledo, O.
Davis, Florence H.	Ypsilanti
Daniels, Persis Irene	Gregory
Davis, Bernice Gail	Jackson
Drake, Nellie Winifred	Bolster
Dean, Clara S.	Vermontville

Dixon, Jennie L.	Milan, O.
Doty, Helen J.	Three Rivers
Dennis, Philip E.	Reed City
Dobbins, Anna	Ionia
Drouyor, Nelson J.	Ypsilanti
Edwards, Bessie B.	Alamo
Eldred, William C.	Tekonsha
Elwell, Ruth	Standish
Elliott, Emma Rose	Iosco
Ellsworth, Agnes	Pontiac
Eddy, Lela E.	Belding
Frank, Maud Ella	Wayne
Falconer, Mertie I.	Lakeview
Fritz, Frances Helen	Grand Haven
Fogg, Lucie E.	Jonesville
Fuller, Earl G.	Nottawa
Fuller, Jennie A.	Hudson
Graham, Genevieve E.	Lowell
Greene, Myrtle B.	Albion
Green, Clarence E.	Ypsilanti
Green, Florence S.	Lansing
Green, Loa	Utica
Giddings, Mary M.	Jackson
Gill, Joseph	Mayville
Gibbs, Clara M.	Jackson
Gross, Anna M.	Pipestone
Gulde, Clara L.	Charlotte
Hayden, Vera	Cassopolis
Handeyside, Anna	Wayne
Harnack, August	Linden
Healey, Verna,	Minden City
Herkimer, Carrie E.	Exeter
Hinkle, Elva L.	Ypsilanti
Hinkle, Olive E.	Ypsilanti
Hinkle, Grace L.	Ypsilanti
Himebaugh, Gertrude E.	Burr Oak
Hickox, Elva H.	Charlotte
Hoppe, L. Dorritt	Chelsea
Holmes, Florence E.	Marshall
Hogue, Roy L.	Sodus
Huston, Jason D.	Ypsilanti
Ireland, Carey H.	Berrien Springs
Jacobs, Grace E.	Owosso
Jennings, Clarence M.	Lawrence
Jefferson, Lulu M.	Berlin, Wis.
Johnson, Kathryn	Manistee
Kennedy, Katherine	Hancock
Keal, Harry M. D.	Dexter

Kilbourne, C. Louise	Big Rapids
Knopf, Anna Sibyl	Blissfield
Leland, Bernice Mae	Detroit
Lockhart, Alma	Lansing
Lockwood, Edna	Portland
Mahn, S. Agnes	Traverse City
Major, Louina	Muskegon
Maddock, Sarah	Wyandotte
Marble, Ira A.	Ann Arbor
Meyer, Emma E.	Centerville
Merriett, Gardia	Ionia
Melody, James B.	Union City
Miller, Clayton C.	Battle Creek
Mitchell, Florence M.	Detroit
Mowrey, Meta Belle	Three Rivers
Morrisey, Evangeline	Grand Rapids
Moore, Lillian	Augusta
McCarthy, Agnes M.	Hancock
MacArthur, Beatrice	Ypsilanti
McKay, Christina	Midland
MacRae, Jane	Centennial Mine
McGee, L. Mabelle	Mason
McClelland, Carl C.	Jefferson, O.
McDonald, Almeda	Scott, Ind.
McCormick, Jennie	Marengo
Nash, Elwin	Olivet
O'Keefe, Eva	Port Huron
Parent, Anna P.	Redford
Parmater, Emma J.	Ypsilanti
Pariseau, Marie A.	Iron Mountain
Preston, Maggie B.	Grass Lake
Petit, Louise	Port Huron
Piatt, Lida M.	Laingsburg
Rawson, Elizabeth E.	River Raisin
Reinelt, Bertha	Harbor Beach
Reincke, John F.	Union City
Reisinger, Cora E.	Cedar Springs
Sprague, Birdelle M.	Ypsilanti
Shaw, Myrtle M.	Ypsilanti
Santee, Nellie M.	Charlotte
Sharpe, A. Gertrude	Sault Ste. Marie
Spencer, Roy E.	Ypsilanti
Stevens, Mary W.	Owosso
Stevenson, Ama C.	Grand Rapids
Steimle, Clemens P.	Atlantic Mines
Smith, Callie L.	Saline
Smith, Jennie R.	Carson City
Smith, Harriet E.	Grand Rapids

Smith, E. Lozette	Sylvania, O.
Smith, Josephine M.	Oberlin, O.
Schmitt, John J.	Sebewaing
Stover, Lillyan L.	Benton Harbor
Slocum, Howard E.	Corunna
Squires, Evalyn F.	Coldwater
Tench, Sidney W.	Lawton
Trask, Anna Louise	Alpena
Tompkins, Frank G.	Albion
Townsend, Emilie W.	Grand Rapids
Thomas, Anna P.	Portland
Thomas, Mary E.	Ypsilanti
Thompson, Elizabeth L.	Bad Axe
Thompson, Bertha E.	Union City
Thompson, Laura	Plainwell
Thompson, M. Irene	Lawrence
Ungers, Gertrude A.	Ludington
Vandenbosch, Harriet	Grand Haven
Van Houten, George E.	Grass Lake
Van Allsburg, John E.	Coopersville
Vliet, Clarence	Clarkston
Watkins, Cecelia	Petoskey
Ward, Frances	Ypsilanti
Waldron, Zoe Ione	Cincinnati, O.
Walton, Martha	Plainwell
Walton, May Elodia,	Jackson
Wheeler, Effie	Manton
Westland, Nellie M.	Jackson
Webb, Laura May	Ypsilanti
Wilson, Lois A.	Paw Paw
Wood, Lena W.	Ypsilanti
Wood, Grace Jean	Charlotte
Woodhams, Bertha C.	Lapeer
Woodruff, Sarah M.	Benton Harbor
Wolvin, Bertha E.	St. Clair

FIVE YEAR CERTIFICATE

Bailey, Laverne M.	Cedar Springs
Bird, Emma Marie	Charlevoix
Crebbin, Lida Maud	Petersburg
Fenton, Edith Maud	Escanaba
Hoffman, Renettia	Marshall
King, Mabel Clare	Lawrence
Latham, Rex	Hanover
McGillivray, Adah L.	Muir
Roper, Vida Belle	Redford
Sherman, Gertrude	Owosso
Smyth, Lillie Belle	Marshall

Wilson, Catherine M.	Jackson
Waltz, Bessie	Marshall
Weber, Lorne William	Elkton

DEGREE B. Pd.

Broesamle, Fred A.	Dryden
Chapman, Washington H.	Ypsilanti
Marshall, Berthena M.	Morenci
Malone, Bertha Evelyn	Lansing
Plannette, Louise	Imlay City
Riggs, Walter Delmer	Flat Rock
Snowden, Albert A., A.B.	Ypsilanti
Stewart, Manson A.	Gobleville
Tooze, Fred J. S.	Saline
Whitmoyer, Clinton B.	Charlevoix

DEGREE M. Pd.

Ferguson, Edgar E.	Sault Ste. Marie
Hewitt, Walter C.	Oshkosh, Wis.
Hicks, Warren E.	Ellendale, N. Dak.
Hodge, George B.	New York City, N. Y.
Lott, Henry Charles	Elk Rapids

DIPLOMA COURSE, LIFE CERTIFICATE

August 7, 1902

Blanchard, Edith	Grand Rapids
Bignell, Lillian	Quincy
Burnett, Phoebe	Cheboygan
Childs, Ethel	Ypsilanti
Corson, Martha	Ypsilanti
Fribley, Katie L.	Ypsilanti
Foley, Mary Agnes	Utica
Gross, Matilda L.	Manistee
Gardner, M. Eola	Ypsilanti
Greeley, Gertrude	Albion
Herr, Gertrude	Menominee
Hayward, Ella	Morocco
Hiatt, Florence	Coldwater
Hulsart, Virginia	Morley
Lindsay, Margarte	Prairieville
LaBounty, Orvice	North Branch
Martindill, J. W.	McArthur, O.
McGeorge, Bess	Almont
Nelson, Mary M.	Hudson
Nimmo, Reay	Cheboygan
Pilcher, Leonora	Albion

Reinburg, Alida	.	.	McBain
Rice Franc	.	.	Ypsilanti
Skentelbury, Mabelle	.	.	Lake Odessa
Smith, Edith	.	.	Wyandotte
Tench, Sidney W.	.	.	Lawton
Weyant, Emma Theresa	.	.	Mt. Pleasant
Wilber, Horace Z.	.	.	Marlette

FIVE YEAR CERTIFICATE

Ash, Mary S.	.	.	East Tawas
Brooks, Mary	.	.	Crystal Falls
DuBord, Emma	.	.	Michigamme
Hazen, Mary Ruby	.	.	Marine City
Hutchins, Mabel	.	.	Lawrence
Jones, Margaret	.	.	Sault Ste. Marie
McKay, Edith	.	.	Spring Arbor
Raine, Ida M.	.	.	Whitehall
Silk, Edith	.	.	Hillsdale
Sage, Tilla	.	.	Ypsilanti
Sandburg, Linda	.	.	Shelby
Wilson, Elizabeth K.	.	.	Ypsilanti

DEGREE B. Pd.

Prudden, Adah J.	.	.	Puyallup, Wash.

Table Showing Attendance by Counties and States for the Year 1902-1903

(Note—These figures do not include the enrollment for the summer term.)

Alger		Iron	7
Alcona		Isabella	3
Alpena		Isle Royale	
Allegan	18	Jackson	18
Antrim	3	Kalamazoo	19
Arenac		Kalkaska	1
Baraga		Kent	34
Barry	5	Keweenaw	
Bay	1	Lake	1
Benzie	4	Lapeer	24
Berrien	19	Leelanau	
Branch	17	Lenawee	24
Calhoun	20	Livingston	31
Cass	12	Luce	1
Charlevoix	3	Mackinac	3
Cheboygan	1	Macomb	16
Chippewa	5	Manistee	7
Clare	1	Manitou	
Clinton	13	Marquette	14
Crawford		Mason	13
Delta	1	Mecosta	9
Dickinson	2	Menominee	6
Eaton	37	Midland	3
Emmet	8	Missaukee	1
Genesee	19	Monroe	14
Gladwin		Montcalm	9
Gogebic		Montmorency	
Grand Traverse	5	Muskegon	5
Gratiot	2	Newaygo	6
Hillsdale	21	Oakland	26
Houghton	18	Oceana	1
Huron	10	Ogemaw	
Ingham	24	Ontonagon	1
Ionia	13	Osceola	13
Iosco	8		

Oscoda		Shiawassee	15
Otsego	3	St. Clair	21
Ottawa	10	St. Joseph	8
Presque Isle		Tuscola	10
Roscommon		Van Buren	16
Saginaw	10	Washtenaw	179
Sanilac	15	Wayne	49
Schoolcraft		Wexford	6

STATES

California	1	New York	4
Illinois	6	N. Dakota	1
Indiana	3	Ohio	16
Iowa	2	Pennsylvania	2
Kansas	1	S. Dakota	2
Minnesota	1	Wisconsin	1

Ontario, Canada - - 2

Statistics for 1902-1903

Enrollment for the year in State Normal College, men	137	
Enrollment for the year in State Normal College, women	855	
Total enrollment in residence - - -		992
Number entering this year - - - -	413	
Number received on diploma - - -	343	
Number received on examination - - -	42	
Number of students in the Conservatory - - -	210	
Number of candidates for the degree of B.Pd. in residence	4	
Number of post-graduates- - - - -	14	
Number of college graduates - - - -	3	
Number of preparatory students - - -	12	
Number of counties sending students (see table) -	68	
Number of counties not represented - - -	17	
Number who have taught - - - -	453	
Number enrolled in summer term 1902 - -		590
Total enrollment in the Training School - -		373
Total attendance in College and Training School -		1954
Counted twice - - -		104
Net total - -		1850

Directory 1903-1904

JONES, L. H., A.M., 730 Forest Ave.

Barbour, Florus A., A.M.	704 Pearl St.
Blount, Alma, Ph.D.	405 Congress St.
Bird, Myra	19 North Hamilton St.
Boardman, Alice I..	324 Forest Ave.
Buell, Bertha L., B.L.	520 Hamilton St.
Burton, Fannie Cheever	517 Adams St.
Clark, Inez	420 Ballard St.
D'Ooge, Benjamin L., A.M., Ph.D.	602 Congress St.
Downing, Estelle	520 Hamilton St.
Edwards, George V., Ph.D.	121 Normal St.
Fleischer, Ida, Ph.D.	306 Brower St.
Foster, Clyde E.	407 Huron St.
Garner, Lota H.	21 S. Prospect St.
Goddard, Mary A., B.S.	516 Adams St.
Goodison, Bertha	321 Huron St.
Hoyt, Charles O., A.B.	318 Congress St.
Jackson, Adella	105 Normal St.
Jefferson, Mark S. W., A.M.	14 Normal St.
King, Julia Anne, A.M., M.Pd.	611 Pearl St.
Laird, S. B., B.Pd., M.S.	318 Forest Ave.
Lathers, J. Stuart, B.L	324 Forest Ave.
Lombard, Mary Joy	130 College Place.
Lyman, Elmer A., A.B.	126 Washington St.
Lynch, Abigail	117 Huron St.
Magers, S. D., M.S.	201 Summit St.
Martin, Mattie Alexander, A.B.	220 Huron St.
Muir, Helen B.	324 Forest Ave.
Norton, Ada A., Ph.M.	510 Pearl St.
Olmsted, Anna H	220 Huron St.
Pearce, Abigail, Ph.B., B.Pd.	410 Emmet St.
Peet, B. W., M.S.	510 Emmet St.
Pease, Frederic H.	35 Summit St.
Phelps, Jessie, M.S.	520 Hamilton St.
Plunkett, Harriet M., B.S.	614 Cross St.
Putnam, Daniel, A.M., LL.D.	314 Forest Ave.
Putnam, Mary B., Ph.B., B.Pd.	314 Forest Ave.
Roberts, Dimon H., A.M.	615 Congress St.
Roe, Abbie	417 Ellis St.
Sherzer, Will H., M.S., Ph.D.	9 N. Summit St.
Shultes, Florence, B.Pd.	510 Emmet St.
Steagall, Mary M.	117 Huron St.
Stone, John C., A.M.	501 Adams St.
Stowe, Hester P.	220 Huron St.
Strong, Edwin A., A.M.	127 Normal St.
Thompson, Kate R.	19 Hamilton St.
Tuttle, Alma, A.B.,	220 Huron St.
White, Minor E.	727 Chicago Ave.
Wise, Margaret E.	18 Adams St.

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THE MICHIGAN STATE NORMAL COLLEGE

YEAR BOOK

1903-1904

The Main Building

YEAR BOOK

OF THE

Michigan State Normal College

FOR

1903-1904

INCLUDING

ANNOUNCEMENTS FOR 1904-1905

AND

REGISTER OF STUDENTS

1904

Michigan State Normal College

L. H. JONES, A. M., PRESIDENT

STATE BOARD OF EDUCATION

HON. LUTHER L. WRIGHT	President
HON. PATRICK H. KELLEY	Vice-President
HON. JAMES H. THOMPSON	Treasurer
HON. DELOS FALL	Secretary

HON. DELOS FALL,
Superintendent of Public Instruction

Regular meeting of the Board, fourth Friday of each month

SCHOOL CALENDAR FOR 1904-5

Holidays are printed in full-faced type

	June, 1904						November						April					
Sun.		**5**	**12**	**19**	**26**			**6**	**13**	**20**	**27**			**2**	**9**	**16**	**23**	**30**
Mon.		6	13	20	27			7	14	21	28			**3**	10	17	**24**	
Tues.		7	14	21	28		1	8	15	22	29			4	11	18	25	
Wed.	1	8	15	22	29		2	9	16	23	30			5	12	19	**26**	
Thur.	2	9	16	**23**	30		3	10	17	**24**				6	13	20	27	
Fri.	3	10	17	**24**			4	11	18	**25**				7	14	21	28	
Sat.	**4**	**11**	**18**	**25**			**5**	**12**	**19**	**26**			**1**	**8**	**15**	**22**	**29**	
	July						December						May					
Sun.		**3**	**10**	**17**	**24**	**31**		**4**	**11**	**18**	**25**			**7**	**14**	**21**	**28**	
Mon.		4	11	18	25			5	12	**19**	**26**		1	8	15	22	29	
Tues.		5	12	19	26			6	13	**20**	**27**		2	9	16	23	**30**	
Wed.		6	13	20	27			7	14	**21**	**28**		3	10	17	24	31	
Thur.		7	14	21	28		1	8	15	**22**	**29**		4	11	18	25		
Fri.	1	8	15	22	29		2	9	16	**23**	**30**		5	12	19	26		
Sat.	**2**	**9**	**16**	**23**	**30**		**3**	**10**	**17**	**24**	**31**		**6**	**13**	**20**	**27**		
	August						January, 1905						June					
Sun.		**7**	**14**	**21**	**28**		**1**	**8**	**15**	**22**	**29**			**4**	**11**	**18**	**25**	
Mon.	1	**8**	**15**	**22**	**29**		**2**	9	16	23	30			5	12	19	26	
Tues.	2	**9**	**16**	**23**	**30**		3	10	17	24	31			6	13	20	27	
Wed.	3	**10**	**17**	**24**	**31**		4	11	18	25				7	14	21	28	
Thur.	4	**11**	**18**	**25**			5	12	19	26			1	8	15	**22**	29	
Fri.	5	**12**	**19**	**26**			6	13	20	27			2	9	16	**23**	30	
Sat.	**6**	**13**	**20**	**27**			**7**	**14**	**21**	**28**			**3**	**10**	**17**	**24**		
	September						February						July					
Sun.		**4**	**11**	**18**	**25**			**5**	**12**	**19**	**26**			**2**	**9**	**16**	**23**	**30**
Mon.		**5**	**12**	**19**	**26**			6	13	20	27			3	10	17	24	**31**
Tues.		**6**	**13**	**20**	27			7	14	21	28			4	11	18	25	
Wed.		**7**	**14**	**21**	28		1	8	15	**22**				5	12	19	26	
Thur.	**1**	**8**	**15**	**22**	29		2	9	16	23				6	13	20	27	
Fri.	**2**	**9**	**16**	**23**	30		3	10	17	24				7	14	21	28	
Sat.	**3**	**10**	**17**	**24**			**4**	**11**	**18**	**25**			**1**	**8**	**15**	**22**	**29**	
	October						March						August					
Sun.		**2**	**9**	**16**	**23**	**30**		**5**	**12**	**19**	**26**			**6**	**13**	**20**	**27**	
Mon.		3	10	17	24	31		6	13	20	**27**			**7**	**14**	**21**	**28**	
Tues.		4	11	18	25			7	14	21	**28**		1	**8**	**15**	**22**	**29**	
Wed.		5	12	19	26		1	8	15	22	**29**		2	**9**	**16**	**23**	**30**	
Thur.		6	13	20	27		2	9	16	23	**30**		3	**10**	**17**	**24**	**31**	
Fri.		7	14	21	28		3	10	17	24	**31**		4	**11**	**18**	**25**		
Sat.	**1**	**8**	**15**	**22**	**29**		**4**	**11**	**18**	**25**			**5**	**12**	**19**	**26**		

CALENDAR FOR 1904-5

1904

Sunday, June 19.....Baccalaureate Address
Monday, June 20, p. m.....Junior Class-Day
Tuesday, June 21, a. m.....Conservatory Commencement
Tuesday, June 21, p. m...{ Senior Class-Day, Alumni Reunion, President's Reception.
Wednesday, June 22.....Commencement
Monday, June 27.....Classification of Students
Tuesday, June 28.....Summer Term Begins
Friday, August 5.....Summer Term Closes
Wednesday, September 21 / Thursday, September 22 } .....Entrance Examinations
Friday, September 23 / Saturday, September 24 / Monday, September 26 } .....Classification of Students
Tuesday, September 27.....Fall Quarter Begins
Friday, September 30.....Literary Societies
Saturday, October 1.....S. C. A. Reception
Friday, October 7.....Faculty Reception to Students
Thursday, November 24 to / Saturday, November 26 } .....Thanksgiving Recess
Friday, December 16.....Fall Quarter Closes

1905

Tuesday, January 3.....{ Winter Quarter Begins / Entrance Examinations
Wednesday, February 22.....Washington's Birthday
Friday, March 24.....Winter Quarter Closes
Tuesday, April 4.....Spring Quarter Begins
Tuesday, May 30.....Memorial Day
Wednesday, June 21.....Commencement

FACULTY

OF THE

MICHIGAN STATE NORMAL COLLEGE

1904-5

L. H. JONES, A.M., PRESIDENT, 730 Forest Ave., Ypsilanti

Heads of Departments

Frederic H. Pease.....43 Summit St.

Director of Conservatory of Music.

Daniel Putnam, A.M., LL.D.....314 Forest Ave.

Professor of the Science and Art of Teaching.

Julia Anne King, A.M., M.Pd.....611 Pearl St.

Professor of History and Civics.

Edwin A. Strong, A.M.....127 Normal St.

Professor of Physical Sciences.

Florus A. Barbour, A.M.....704 Pearl St.

Professor of English.

Benjamin L. D'Ooge, A.M., Ph.D.....602 Congress St.

Professor of Latin and Greek.

Will H. Sherzer, M.S., Ph.D.....9 Summit St.

Professor of Natural Sciences.

Charles O. Hoyt, Ph.D.....318 Congress St.

Professor of the Science and History of Education.

Elmer A. Lyman, A.B.....126 N. Washington St.

Professor of Mathematics.

Samuel B. Laird, M.S., B.Pd.....318 Forest Ave.

Professor of Psychology.

Dimon H. Roberts, A.M.....615 Congress St.

Superintendent of Training School.

Mark S. W. Jefferson, A. M.....14 Normal St.

Professor of Geography.

Richard Clyde Ford, Ph.D.....505 Chicago Ave.

Professor of French and German.

J. Stuart Lathers, B. L.....324 Forest Ave

Professor of Reading and Oratory.

Wilbur P. Bowen, M.S., B. Pd.....203 Brower

Professor of Physical Education.

FACULTY

OF THE

MICHIGAN STATE NORMAL COLLEGE

1904-5

L. H. JONES, A.M., PRESIDENT, 730 Forest Ave., Ypsilanti

Heads of Departments

Frederic H. Pease.....43 Summit St.
Director of Conservatory of Music.

Daniel Putnam, A.M., LL.D.....314 Forest Ave.
Professor of the Science and Art of Teaching.

Julia Anne King, A.M., M.Pd.....611 Pearl St.
Professor of History and Civics.

Edwin A. Strong, A.M.....127 Normal St.
Professor of Physical Sciences.

Florus A. Barbour, A.M.....704 Pearl St.
Professor of English.

Benjamin L. D'Ooge, A.M., Ph.D.....602 Congress St.
Professor of Latin and Greek.

Will H. Sherzer, M.S., Ph.D.....9 Summit St.
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Wilbur P. Bowen, M.S., B. Pd.....203 Brower
Professor of Physical Education.

ASSOCIATE PROFESSORS, INSTRUCTORS AND ASSISTANTS

John C. Stone, A.M.....501 Adams St.
Associate Professor of Mathematics.

Abigail Pearce, Ph.B., B.Pd.....410 Emmet St.
Instructor in English.

Helen B. Muir.....324 Forest Ave.
Instructor in Latin and Greek.

Ada A. Norton, Ph.M.....510 Pearl St.
Instructor in Mathematics.

Florence Shultes, B.Pd.....510 Emmet St.
Instructor in History.

Mary B. Putnam, Ph.B., B.Pd.....314 Forest Ave.
Instructor in Civics.

*Frederick R. Gorton, M.S., B.Pd.....605 Emmet St.
Instructor in Physical Sciences.

F. J. Mellencamp.....509 Forest Ave.
Acting Instructor in Physics.

Mrs. Fannie Cheever Burton.....517 N. Adams St.
Director of Women's Gymnasium.

Clyde E. Foster.....407 Huron St.
Instructor in Music.

Estelle Downing.....429 Adams St.
Assistant in English.

Kate R. Thompson.....411 Pearl St.
Instructor in Mathematics.

Jessie Phelps, M.S.....429 Adams St.
Instructor in Natural Sciences.

Myra L. Bird.....411 Pearl St.
Assistant in Music.

Bertha G. Buell, B. L.....429 Adams St.
Assistant in History.

B. W. Peet, M.S.....510 Emmet St.
Instructor in Chemistry.

Minor E. White.....727 Chicago Ave.
Assistant in Music.

Mary A. Goddard, B. S.....516 Adams St.
Instructor in Natural Sciences.

Bertha Goodison.....310 S. Huron St.
Instructor in Drawing.

*Absent on leave.

Alma Blount, Ph.D.....405 Congress St.

Instructor in English.

S. D. Magers, M. S.....9 S. Summit St.

Instructor in Natural Sciences.

Anna H. Olmsted.....220 Huron St.

Instructor in Drawing.

Lota H. Garner.....201 Normal St.

Assistant in Drawing.

George V. Edwards, Ph.D.....213 Hamilton St.

Instructor in Latin.

Ida Fleischer, Ph. D.....306 Brower St.

Instructor in French and German.

Mary Joy Lombard, B. L.....324 Forest Ave.

Instructor in French and German.

Inez M. Clark.....517 N. Adams St.

Assistant in Gymnasium.

Isaiah Bowman.....123 Summit St.

Instructor in Geography.

Mabel A. Eagle.....702 Emmet St.

Assistant in Reading and Oratory.

Faculty of the Training School

DIMON H. ROBERTS, A.M., Superintendent

Harriet M. Plunkett.....614 Cross St.

Critic Teacher, Fourth Grade.

Margaret E. Wise.....18 Adams St.

Critic Teacher, First Grade.

Hester P. Stowe.....220 Huron St.

Kindergartner.

Adella Jackson .....105 Normal St.

Critic Teacher, Second Grade.

Abbie Roe .....601 Ellis St.

Critic Teacher, Sixth Grade.

Clyde E. Foster.....407 Huron St.

Supervisor of Music.

Abigail Lynch.....117 Huron St.

Critic Teacher, Third Grade.

*Mary M. Steagall.....117 Huron St.

Critic Teacher, Fifth Grade.

*Absent on leave.

Ella M. Wilson.....324 Forest Ave.

Critic Teacher, Fifth Grade.

Alice I. Boardman.....420 Ballard

Supervisor of Manual Training.

Bertha Goodison.....321 S. Huron

Supervisor of Drawing.

Mattie Alexander Martin, A.B.....220 Huron St.

Critic Teacher, Seventh Grade.

Alma E. Tuttle, A.B.....220 Huron St.

Critic Teacher, Eighth and Ninth Grades.

Inez M. Clark.....517 N. Adams St.

Supervisor of Physical Training.

Annette F. Chase.....410 Emmet St.

Supervisor of Cooking and Domestic Science.

ADMINISTRATIVE ORGANIZATION OF THE STATE NORMAL COLLEGE

L. H. JONES, A. M., President

The Council

Frederic H. Pease.
Daniel Putnam, A.M., LL.D.
Julia Anne King, A. M., M.Pd.
Edwin A. Strong, A.M.
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Benjamin L. D'Ooge, A.M., Ph.D.
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Fannie Cheever Burton.
Richard Clyde Ford, Ph. D.
J. Stuart Lathers, B. L.
Wilbur P. Bowen, M. S., M.Pd.

Standing Committees

The President is an ex-officio member of each committee.

Lectures and Entertainments—Lathers, Jefferson, Pease, Ford.
Library—Hoyt, Putnam, King, D'Ooge.
Advanced Standing—Laird, Barbour, Strong.
Athletics—Barbour, Roberts, Sherzer, Peet.
Year Book—D'Ooge, Hoyt, Ford.
Student Affairs—King, Burton, Bowen.
Teachers' Bureau—Roberts, Sherzer, Hoyt.
Extra Studies—Jefferson, Lyman, Ford.

Library

Genevieve M. Walton, Librarian.....403 Huron St.
Francis L. D. Goodrich, A.B., Assistant, 904 S. State St., Ann Arbor
Alice Barnes, Assistant.....220 Huron St.

Office

Frances L. Stewart, Clerk.....314 Cross St.
Agnes Morse, Stenographer.....208 East Cross St.
*Harriet M. R. Sullivan, Stenographer.....317 Hamilton St.
Katherine B. Joslyn, Stenographer.....202 Parsons St.

Superintendent of Buildings and Grounds

John W. Stevens.....509 Ellis St.

*Resigned February 1.

The Michigan State Normal College

LOCATION

The Normal College is located at Ypsilanti, Washtenaw County. Ypsilanti is on the main line of the Michigan Central Railroad, over which it is readily accessible from all points on the various divisions of the Michigan Central system The Ypsilanti branch of the Lake Shore & Michigan Southern gives a means of approach from the south and west. The D., Y., A. A. & J. electric line passes through the College campus, giving communication every half hour with Detroit, Ann Arbor, Jackson and intermediate points. The same electric line makes connection with the Ann Arbor Railroad at Ann Arbor, and with the Pere Marquette System at Wayne, and at Detroit and Jackson with the various roads entering those cities.

PURPOSE

"The purpose of the Normal School shall be the instruction of persons in the art of teaching, and in all the various branches pertaining to the public schools of the State of Michigan." This statement, taken from the Act of 1889 revising and compiling the school laws, clearly indicates the guiding principle in all that relates to the College. It is with this purpose in view that selection of teachers is made, that courses of study are arranged, libraries and laboratories equipped, and a Training School of nine grades and kindergarten is conducted. The law quoted above also provides that, before being admitted, all applicants shall sign a declaration of intention to teach in the schools of the state. The institution stands for three essentials in the preparation of the teacher: (1) a high grade of scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision and criticism.

HISTORY

The Ypsilanti Normal School was the sixth state normal school in the United States, and the first west of the Alleghany Mountains. The law establishing it was enacted in 1849, and its first class was graduated in 1854. The average enrollment down to 1860 was 297; from 1860 to 1870, 347; from 1870 to 1880, 346; from 1880 to 1890, 537; and from 1890 to 1900. 975. The enrollment for the present year up to April 1 is 1608. Besides this rapid increase in numbers, there has been, during the last few years, a considerable increase in the number of students remaining through the year. Another notable gain has been in the better preparation of students. Since 1890 the number of preparatory students has steadily fallen, while the number of graduates of approved high schools has steadily risen There has been more than a proportionate growth in the number of teachers, the original number of five having increased to twelve in 1880, and the Faculty now reaching a total of 60. The school for a number of years has been doing work of collegiate grade, and the Legislature of 1897, in recognition of this fact, authorized the State Board of Education to designate the school, in the courses leading to life certificates and degrees, by the name of Michigan State Normal College.

GROUNDS

The orignal site chosen for the School contained a little less than six acres, situated on high ground overlooking the city, which lies in the Huron valley. This was increased by something over an acre in 1893, when a piece of ground lying to the south was purchased for the location of the Gymnasium. In 1895 the city of Ypsilanti purchased and presented to the College about five acres adjoining on the north, making a total of fifteen acres, upon which are located the College buildings, the heating plant, and the athletic field.

BUILDINGS

The original building, erected in 1852, was destroyed by fire in 1859 and immediately rebuilt. This second building now stands as the central part of the main building. The front part was added in 1878, the west addition in 1882, the north and south wings in 1888, giving the building as now used the form of a cross, with a length of about 300 feet in each direction. The

main building contains over sixty rooms, including class rooms and laboratories for nine departments, the assembly hall, the library, the offices of the President, the State Board of Education, the Clerk, and rooms for the Literary Societies.

The Conservatory building, originally intended for the use of the State Agricultural Society, has recently been remodeled and greatly improved. It contains fifteen rooms, which are used exclusively by the Music Department.

The Gymnasium, erected in 1893, contains six rooms and is fully occupied by the department of Physical Training.

The Training School, the central portion of which was built in 1896, and which is now completed, is a modern structure planned to accommodate eight grades and a kindergarten, and contains offices, recitation rooms, and an assembly room, in addition to the grade rooms.

Starkweather Hall, the gift of Mrs. Mary Starkweather, is a substantial and beautiful stone building, and is used by the Christian Association.

A new science building has recently been erected at a cost of $45,000.

EQUIPMENT

The library contains over 27,000 volumes, admirably selected and easily accessible. There are well equipped laboratories for the various lines of science work, the outfit including, in all cases, such apparatus as it is possible to obtain and use in high schools, as well as the more extensive and costly equipment suitable for a college. In the Department of Music there are provided a fine pipe organ and twelve or more pianos. The Physical Training Department has two fully equipped gymnasiums, affording opportunity for 500 students daily. The College is well supplied with examples of the best art, including a large number of casts of the best classic statuary, and a still larger number of photographic reproductions of the work of the world's best painters, which have been placed in the library, halls, and various classrooms.

More complete information as to details of the equipment of the College is given below.

SCHOLARSHIPS

The State Legislature in 1899 passed an act providing "that five or more persons of full age, residing in the State of Michigan, may associate and incorporate themselves together for the purpose of establishing loan funds for the benefit of schools, scholars, and students of this state, to assist them to attend the State Normal College at Ypsilanti, the Central Michigan Normal School at Mt. Pleasant," and other State Institutions.

A corporation organized in accordance with the provisions of this Act "shall be under the general management of not less than five or more than fifteen trustees," and "shall in law and equity be capable of taking and receiving real and personal estate, not exceeding twenty-five thousand dollars in the aggregate, for the purpose of its incorporation."

Public Acts of 1899. Act No. 250, pages 389-391.

The Library

The library numbers 27,000 volumes. The accessions are very evenly distributed among the departments, with a fair proportion for general reference books and for literature in a broader sense than the demands of class works would require. The increased use of the library is shown from the fact that with enlarged space it is relatively fuller than before. The reading room is frequently taxed beyond its seating capacity many hours in the day, and there are usually from ten to twenty student assistants, off duty, working at the tables in the stack rooms.

The reading room has comfortable seating capacity for 130, but is often overcrowded. Two thousand five hundred volumes are free of access, and also the current numbers of periodicals and newspapers. These books comprise: (1) General dictionaries, cyclopedias, commentaries, atlases, miscellaneous books of quotations, and literary helps and compendia, year books, almanacs, etc., etc. (2) All the bound files of general magazines, with Poole's index and the Cumulative index. This convenient placing of the periodicals has fully doubled their usefulness, and the long shelves on which the indexes are kept are constantly crowded. (3) Public documents, including the Congressional Record, Census reports and others most used by the classes in Political Science and by the Debating Clubs.

The stack rooms are well arranged, both for convenience and lighting. The iron stacks of the Library Bureau are used. The Dewey classification is followed. The period during which the library is opened is lengthened to ten and a quarter hours (7:15 a. m. to 5:30 p. m.) on school days, and to four and three quarter hours (7:15 a. m. to 12 m.) on Saturdays.

Access to the shelves is restricted to students who assist for an hour a day in the library. Students desiring this work apply to the librarian; a regular hour is assigned for the quarter and promptness and regularity are demanded. No credits are given for this work; but the free access to the shelves at all times during the day, the knowledge acquired of books and of library work,

and certain other privileges, are considered a good equivalent. There are fifty student assistants, all of whom work twenty-four weeks, two quarters; many work longer. The librarian meets the new assistants one hour a week for instruction in practical library methods and reference work. Besides the service at the delivery desk, special work is assigned to each student.

The department libraries of from 100 to 300 volumes each, have increased. These constitute an effective addtion to the equipment of the class room for ready and special reference. Several of the departments have special card catalogues of subjects relating to their particular work. These give more complete and detailed reference than would be possible in a general catalogue of the library, and greatly facilitate the research work of the students.

The connection between the library and the Training School is very close. Each grade room has about 100 volumes as a school room library, and every hour many volumes go from the library for supplementary reading and illustrative helps in teaching.

In the reading room are the following periodicals:

Advocate of Peace.
American Chemical Journal.
American Education.
American Historical Review.
American Journal of Archaeology.
American Journal of Philology.
American Journal of Physiology.
American Journal of Psychology.
American Journal of Science.
American Journal of Sociology.
American Naturalist.
American Ornithology.
American Physical Education Review.
Animal Defender.
Annalen der Physik.
Art Journal (London).
Astro-Physical Journal.
Athenaeum.
Atlantic Monthly.
Biological Bulletin.
Bird-lore.
Blackwood.
Bookman.
Botanical Gazette.
Brush and Pencil.
Bulletin of Amer. Geog. Society
Bulletin of Amer. Math. Society.
Bulletin of Bibliography.
Bulletin of Geological Society of America.
Catholic World.
Centralblatt für Physiologie.
Century Magazine.
Chautauquan.
Classical Review.
Commons.
Contemporary Review.
Cosmopolitan.
Critic.
Cumulative Book Index.
Cumulative Index to Periodicals.
Detroit Free Press.

Deutsche Rundschau.
Dial.
Edinburgh Review.
Education.
Educational Review.
Electrical World.
Elementary School Teacher.
Euphorion.
Fortnightly Review.
Forum.
Gartenlaube.
Geographical Journal.
Geographical Teacher.
Geologisches Centralblatt.
Harper's Monthly.
Harper's Weekly.
Hibbert Journal.
House Beautiful.
Index Medicus.
Intelligence.
International Journal of Ethics.
International Quarterly.
International Studio.
Johns Hopkins University Circulars.
Journal of Childhood and Adolescence.
Journal of Education, New England.
Journal of Geography
Journal of Geology
Journal of Pedagogy.
Journal of Political Economy.
Kindergarten Magazine.
Library Journal.
Literary News.
Little Folks.
Living Age.
Mind and Body.
Moderator Topics.
Modern Language Notes.
Monist.
Muse.
Nation.
McClure's Magazine.
Manual Training Magazine.
Michigan Christian Advocate.
Michigan Political Science Association Reports.
National Geographical Magazine.
Nature.
Neueren Sprachen.
New Education.
New York Teachers' Monographs.
Nineteenth Century.
Normal College News.
North American Review.
Notes and Queries.
Outing.
Outlook.
Pädagogische Zeitung.
Pedagogical Seminary
Petermann's Mitteilungen.
Philosophical Review.
Phonographic Magazine.
Popular Astronomy.
Popular Science Monthly.
Posse Gymnasium Journal.
Primary Education.
Psychological Bulletin.
Psychological Review.
Public Libraries.
Public Opinion.
Recreation.
Review of Reviews.
Revue des deux Mondes.
Revue Internationale de l' Enseignement.
Revue Pedagogique.
St. Nicholas.
School and Home Education.
School Arts Book
School Mathematics.
School Review.
School Science.
Science.

Scientific American.
Scientific American Supplement.
Scottish Geographical Magazine.
Scribner's Magazine.
Street Railway Journal.
Teachers' College Record.
U. S. Bulletin of Department of Labor.
U. S. Catalogue of Public Documents.
höhern Schulen.
U. S. Census Bulletins.
U. S. Congressional Record.
U. S. Consular Reports (monthly).
U. S. Consular Reports (Special).
U. S. Monthly Summary of Commerce and Finance.
U. S. Monthly Weather Review.
Ypsilanti Evening Press.
Ypsilanti Sentinel-Commercial.
Zeitschrift für physikalischen u. chemischen Unterricht.
Zeitschrift für physikalischen
Zeitschrift für Reform d. Therapie.

Besides those enumerated above, which are for general use, the following periodicals are taken regularly for the Training School.

TRAINING SCHOOL

Little Folks.....Grades 1, 2 and 3
Kindergarten Review .....Grade 1
Kindergarten Magazine .....Grade 2
St. Nichols .....Grade 4
Popular Educator .....Grade 7
Youth's Companion .....Grades 5 and 7
Normal Instructor .....Office

The library has been designated a "Remainder Depository" for United States Public documents which facilitates the procuring from the general government such documents and reports as are of the greatest value to the College.

Equipment for Science

BIOLOGICAL LABORATORY

The new science building greatly increases the facilities for biological study. Two large well-lighted laboratories are devoted to zoölogy and botany, while two smaller rooms are reserved for advanced work in these subjects The laboratories and lecture rooms contain fairly complete collections for illustrative purposes and for systematic study, supplemented with charts and models. The department possesses a full equipment of compound dissecting microscopes, microtomes, tanks and aquaria, and the apparatus and instruments required for modern biological work. The herbarium contains some three thousand five hundred mounted plants from various sections of the United States and Canada. A large greenhouse, an artificial pond and a series of botanical gardens supply much material for study and class-room illustration. A vivarium adjoins the Nature Study lecture room in which will be kept for observation the animal forms desired for grade work

PHYSIOLOGY

In addition to the zoölogical collection, which is used in the comparative anatomy, the college possesses a life-size manikin of French manufacture, articulated and unarticulated skeletons, numerous models, special preparations, apparatus, charts, photographs, and lantern slides. A complete series of microscopic mounts has been added during the past year. The State Board of Health liberally supplies the department with its pamphlets relating to the nature, spread and restriction of contagious diseases.

GEOLOGY

By means of purchases and donations the department has gotten together good working collections of minerals, rocks and fossils. Fairly complete illustrative collections will be arranged in a special room in the new science building, adjoining the laboratory and lecture room. The laboratory is equipped with all needed instruments, apparatus and supplies for practical work upon minerals and rocks. Maps, charts, models, a stereopticon with numerous slides and a growing collection of photographs, are used to enrich the class work in geology. A full photographic outfit and dark room are available for the study of surface features and geological structure in general. The moraines of the Huron-Erie ice lobe and the series of beaches of the ancient glacial lakes are within easy reach by electric car. The drift of the region furnishes an abundance of common rocks and minerals for individual collecting.

THE PHYSICAL LABORATORIES

In the new science building eleven rooms are appropriated to the instruction in physics:—a shop, a dynamo room, a lecture room and a laboratory each for elementary and advanced physics, a preparation room, two apparatus rooms, and a dark room each for photography and photometry. These rooms are supplied with the equipment and facilities for instruction usual to institutions of this rank.

Material for a practical course in the theory and use of a simple set of meteorological instruments is located here for the use of the class in nature study.

The astronomical instruction is also given here and in a work room and a transit room on the roof, connected with a large open air observatory. The dome for the equatorial has not yet been completed.

Seven rooms are appropriated to chemistry:—a store and dispensing room, a lecture room, a preparation room, a laboratory for elementary chemistry, a laboratory for advanced chemistry, a combustion room, and a balance room and library.

TEACHERS' LIBRARY.

Largely through the generosity of the leading publishing houses, the department has accumulated the nucleus of a teachers' library of texts, guides, helps and supplementary readers.

This now numbers about 25 volumes relating to zoölogy, physiology, botany, and geology. Pupils and visiting teachers who desire to make a comparative study of texts, or to learn what is available in these subjects, are cordially invited to make use of this library. The general library is supplied with the important boks of reference, periodicals, manuals and advanced texts, relating to the natural sciences.

LIBRARY OF PHYSICAL SCIENCE

The special library of physical science consists of over two hundred books placed in the several laboratories, with facilities for their use. To encourage such use a special card catalogue of scientific topics has been prepared. At present this consists almost entirely of an extension of the method of Poole's Index to scientific perodicals. Some six thousand entries have already been made, and the work is still in progress.

Societies and Clubs

THE ALUMNI

Since the Normal was first opened in 1853 there have gone from it 4,684 graduates, the great majority of whom have taught in the schools of our own and neighboring states. Over 1,600 have been graduated in the last five years, and the greater part of these have been engaged in teaching in Michigan. Individually, these alumni of the institution exert a considerable and wholesome influence in determining the educational policy of the state with which the interests of the State Normal College are inseparably connected. Until recently there has been very little movement towards organization but within the last few years a marked increase of interest in this direction has been noticeable. There have been more and larger alumni reunions, several class reunions and a considerable number of local organizations have been formed. Such organizations are a power for good, both to the graduates and to their Alma Mater, and deserve our encouragement and support. The following organizations should be mentioned:

THE ALUMNI ASSOCIATION

This organization now holds two annual meetings or reunions, one at Ypsilanti at Commencement time and the other in connection with the meeting of the State Teachers' Association. From 200 to 400 alumni are usually present at these gatherings. The Ypsilanti meeting is the regular business meeting, with which is combined an entertaining program.

THE U. OF M. NORMAL ALUMNI ASSOCIATION

This association was formed early in the year 1896-7, "for the purpose of uniting and binding the acquaintanceships, efforts and sympathies of those interested in the future welfare and

prosperity of the State Normal College as an institution; to keep in close communication with it, to foster a kindly feeling between it and the University, and to promote the interests of ex-Normal students at large." The membership is large and much substantial service has been rendered along the lines mentioned above.

THE CONSERVATORY ALUMNI ASSOCIATION

This association was formed in the spring of 1897. Last year a reception was given immediately following the Commencement-week concert of the Ypsilanti Choral Society. Visiting alumni, the Conservatory juniors, and members of both Conservatory and College faculties were invited. The opportunity for Conservatory graduates to meet and renew interest in one another and in the work, and to make the acquaintance of new members among the alumni was greatly appreciated.

It is the intention to hold one of these receptions every year. The association has members not only in many states of the union, but others perfecting themselves in their studies beyond the sea.

THE ATHLETIC ASSOCIATION

The athletic interests of the school are managed by a joint committee, representing the Faculty and the students' Athletic Association. This method of supervision creates confidence in the work of the organization and insures the wise conduct of its affairs. A new athletic field, large and well graded, furnishes ample opportunity for the practice of the usual outdoor sports. The various clubs and teams are trained under the supervision of the department of Physical Education, the work of the men forming a part of the regular work of the department, as outlined in the Department notes.

Beginning with the spring of 1904, training work in outdoor athletics is to be in charge of a special coach, who will also act as asistant in the department.

In the Gymnasium, which is one of the most convenient in the state, bathing facilities, lockers, etc., are furnished without expense to students.

Each student contributes one dollar per year for the support of the association and is thereby entitled to a season ticket to all the games. The affairs of the association are in a flourishing condition, and its work contributes much to the formation of a loyal college spirit, besides affording good, healthy exercise and entertainment for our student body.

STUDENTS' CHRISTIAN ASSOCIATION

This organization consists of two societies—the Young Women's Christian Association and the Young Men's Christian Association. Both are in a prosperous condition and hold two meetings a week—a union prayer service on Wednesday evening, and separate meetings on Sunday afternoon.

Bible study is strongly emphasized, and intelligent interest in missions is awakened. Starkweather Hall, the gift of Mrs. Starkweather of Ypsilanti, is the center of religious interest in the College.

An employment bureau is connected with the association. Its aim is to aid students in finding some kind of remunerative service, whereby a portion of their college expenses can be defrayed.

The Michigan Normal College is one of nine educational institutions in the United States that support a general secretary of the students' Y. W. C. A.

SHAKESPEARE CLUB

A class, studying Shakespeare with Miss Pearce, organized in 1897 a club for the purpose of continuing painstaking, critical study of the works and life of Shakespeare. The purpose of the original organization is still the purpose of the club. Intensive rather than extensive study has been preferred by the members, and during the past year two of Shakespeare's plays have been studied, special attention having been given to the origin, structure and development of the plot. The study of the characters also added much to the interest of the work. The club holds its meetings semi-monthly, and the work for the evening is arranged by some member appointed as leader. The membership is limited and admission to the club is gained only by invitation.

GERMAN CLUB

This is an organization designed to give the students of the German classes an opportunity to cultivate a facility in German conversation. Interesting programs of an informal nature are carried out by the members. Meetings are held every two weeks, on Friday evenings, from six-thirty to seven-thirty o'clock.

Starkweather Hall and the Science Building

THE YPSILANTI CHORAL SOCIETY

The Normal Choir, which has been in existence since the beginning of the school, has now been merged into the Ypsilanti Choral Society—a change that has resulted in renewed interest in musical matters.

By Commencement time four entertainments will have been given by the society. The first one, early in the year, was "a request program," made up entirely of the compositions of Professor Pease; "The Banner of St. George," by the celebrated English composer, Edward Elgar, was offered for the second concert. Later comes Sullivan's "Golden Legènd," with the soloists—Mrs. Jennie Osborne Hannah, soprano; Mrs. Marshall Pease, contralto; Mr. Afred A. Shaw, tenor; Mr. Fred Ellis, bass, and the Cincinnati Orchestra. During the last week of the year occurs the Commencement Concert.

THE LITERARY AND ORATORICAL SOCIETIES

The organization of the Normal Lyceum dates back to the early history of the school. It consists at the present time of the Olympic, Atheneum and Crecent societies. Each of these societies is limited to a membership of forty. The work is of a general literary character, consisting of readings, recitations, essays, orations, music, etc., and is practically the same in each society. During the year the societies give two joint public programs in Normal Hall, electing for participants on this occasion their most capable and faithful members. Each society has a room of its own, tastefully furnished and provided with a piano.

The Oratorical Association, both in purpose and organization, is closely allied to the Lyceum. The societies contribute to the support of the oratorical work, and a member of the Lyceum is a member of the Oratorical Association. During the past year the association has distributed prizes to the value of one hundred and fifty dollars in the annual oratorical contest and debate.

In connection with these organizations should also be mentioned the Webster, the Lincoln, and the Portia debating clubs. These clubs are limited to sixteen members each, and are organized purely for the purpose of debate. The work is done under the supervision of the department of Reading and Oratory, and has proved very valuable for those who wish to perfect themselves in public speaking.

THE NORMAL NEWS

The Normal News is the students' journal of the institution, and has been in successful operation for a number of years. An important change in its plan of operation was instituted a year ago in that it was changed from a monthly to a weekly publication. It was hoped that in this way there would be a more vital relation between the paper and the life of the college in its various phases. The great success of the enterprise during the past year has more than justified the wisdom of the change. The subscription list has more than trebled, the price being left at the same nominal figure. The first three issues of each month are devoted mainly to college news. The fourth is a magazine number, and combines with the news of the week the literary and artistic features of the former monthly edition. The editors of the paper are chosen from such members of the student body as have distinguished themselves in writing and composition.

The Normal Lecture and Music Course

During the season of 1903-4 the following entertainments were given in the College Hall, under the auspices of the College Faculty. Tickets to these entertainments are sold at as low a price as is consistent with paying the expenses of the course.

Col. Henry Watterson, Lecture on Abraham Lincoln.

James Speed, Nature Study.

Westminster Coronation Choir.

Maro, the Magician.

Leland T. Powers.

Mrs. Jennie Osborne Hannah, Song Recital.

Hahn's Festival Orchestra, Concert Program.

Normal Choir Concert.

In addition to the lectures given in the regular course speakers of note are frequently secured to address the students at chapel, or on other occasions. Within the last year the College has been favored with a lecture by President David Starr Jordan, of Leland Stanford University; by Professor Arthur Frothingham, of Princeton University; and with others.

General Items

DISCIPLINE

The State Normal College is supported by the taxpayers of Michigan, and is responsible to the state for the character and scholarship of those it sends out to teach in the public schools. The administrative authorities have therefore adopted the policy of asking such students as are found not to be adapted to school work to withdraw from the institution. Students who fail to pass in a large part of their work, or whose character and habits are such as to unfit them in any sense for the important work of teaching, cannot expect to complete the course and receive the sanction of the authorities of this institution. Every effort will be made to encourage, direct and assist all worthy students, but those who do not show promise of good results or are otherwise unfit to go into the public schools as teachers, will be asked to withdraw.

TEACHERS' BUREAU

The Teachers' Bureau has been organized to assist worthy students and graduates of the Normal College in securing positions, as well as to assist school authorities in securing desirable teachers for their schools. Full and confidential information will be sent concerning candidates. It is our policy not to send out general letters of recommendation for indiscriminate use, but to recommend a candidate for the particular position that he is qualified to fill. A large number of the members of the graduating class have had considerable experience in teaching besides that obtained in the Training School. There are among our students and graduates persons admirably fitted for the various grade positions, ward school principalships, township and city high school principalships and superintendencies. School authorities are invited to visit Ypsilanti and see the students at work, and make selections of teachers after a personal interview. All letters of inquiry will receive careful attention.

EXPENSES

School Fees

Every student is required to pay at the beginning of each quarter, or upon any subsequent entrance for the quarter or for any part of a quarter, an entrance fee of three dollars ($3.00). This is not returnable because of withdrawal after the student has once regularly entered.

Students in the Conservatory of Music who carry subjects in the Normal courses, pay the same entrance fee as do others. Conservatory students who take private lessons only pay each quarter an entrance fee of one dollar and a half ($1.50).

Every student is required to pay one dollar for the support of the Athletic Association, and receives in return a season ticket to all the games.

At the Gymnasium a deposit of 25 cents is required for the use of a locker key, upon return of which the money is refunded.

Rooms and Board

The school provides no dormitories. Abundant and usually convenient rooms may be had at reasonable rates in the homes of the citizens of Ypsilanti. Board and rooms may be had in the same family or separately. The latter is perhaps the more common. Rooms may be rented, furnished or unfurnished, by persons who wish to board themselves. Board alone may be had either in clubs or in private families. Board and room in families costs $3 to $4 per week. Fuel and lights are generally counted extra. Rooms alone, furnished for two, may be rented for 75 cents to $1.25 each per week. Students rooming alone pay double rent or nearly so. Board in clubs may be had for $1.75 to $2.50 per week.

An approximately correct estimate of all school expenses, including room, meals, school fees and incidentals may be put as follows:

Estimated Total Expenses per Term of 12 Weeks

Room and board, twelve weeks	$36 00
Fuel and lights	6 00
Laundry and incidentals	6 00
Books and stationery	4 00
Registration and other fees	5 00
Total	$57 00

Accepted Schools

Recognizing the importance of a permanent connection between the secondary schools of the state and the Normal College, the Board of Education has adopted a plan whereby formal recognition is given to the work done by the public school system of Michigan. The following extracts from the minutes of the Board explain fully the new policy:

"The Michigan State Normal College recognizes that there is a public school *system* in Michigan. It proposes, therefore, to give due credit for all work done in the public high schools of the commonwealth that are organized in accordance with the prevailing standard for such work in this state. This recognition constitutes an important change of policy of a higher state institution toward the public high school. The following extracts from a resolution passed by the State Board of Education, at the request of the President and heads of departments of the College, quite fully express this change of policy:

1. That all pupils regularly graduated from twelve-year public-school systems having not less than thirty-six weeks per year, in which four full years are devoted to high-school work, be admitted to the regular two-years' life certificate college course without examination.

2. That all pupils who have finished not less than two years of high-school work in a twelve-year course, as above outlined, be admitted on their record to the four-years' life certificate course in the Normal College, receiving credit on the course for all work which they may have already done beyond the first two years of the high-school course. Students are urgently advised, however, to complete the high-school course at home, as no time can be gained on the Normal College life certificate course by taking any high school work at the College.

3. That all pupils unable to maintain a satisfactory standing during the first term in the Normal College may, in the discretion of the Faculty in each case, be dropped from the roll of the school, or required to repeat the work not satisfactorily completed on first trial; and that all such cases be reported back to

the high schools from which they come, with the facts in each case, to the end that the superintendents and principals of high schools throughout the state may learn what our standard of requirement is, and take measures to prevent pupils from coming to us without due preparation; and that should successive cases of defective preparation be found to come from certain schools, the privilege of admission without examination may in the discretion of the Faculty, be withdrawn from graduates of such schools."

SUGGESTIONS TO HIGH SCHOOLS

The following suggestions are offered to high schools:

1. To such as are accepted, that they may maintain the required standard of work.

2. To such as are not accepted, that they may give proper preparation to their students in such of the prescribed subjects mentioned below as their limited resources enable them to offer.

Botany

The work desired in this subject should cover half a year, and be such as is now being done in the better high schools of the country with the use of some of our modern texts. Laboratory methods should be employed, and a set of carefully prepared notes and drawings should be kept. No expensive equipment is needed, the ordinary hand magnifiers being sufficient. About half the course should be devoted to the study of typical seeds, their structure and germination, plant physiology from simple experiments, and the structure and function of root, stem and leaf. The other half of the course should aim to give the pupil a practical acquaintance with the chief characteristics and relationships of the common families of plants and secure for him some facility in the use of a standard key.

English

GRAMMAR.—Thorough familiarity with inflections, the rules of syntax, and the logical structure of the English sentence is essential. The ordinary eighth grade study of grammar is an inadequate preparation for the teachers' review in the Normal College. There should be a term's review of this subject in the latter part of the high school course.

RHETORIC.—A study of the elementary principles of style, together with continued practice in composition, is necessary. It is deemed of special importance that the writing of hign school students should, for several years, come under the eye of expert, authoritative criticism. Much practice in writing, under competent supervision, is indispensable.

ENGLISH LITERATURE.—A year's study of representative English classics, connecting the study of each classic with the literary characteristics of the historical period to which it belongs, is essential. This course should include an elementary course in the history of English literature, and a year of study in addition to the so-called English classics required in all courses.

History

Only those subjects which have a practical bearing upon the teaching of our National History are necessary; these are English history and United States history with civics.

General history, though not considered essential, should always find place among high school subjects.

The order is determined by the nature of the subjects. General history precedes and prepares the way for the others. English history affords an intelligent basis for United States history, while civics springs from history, and is best understood when studied as a phase of it. One semester of English history, taught with direct reference to our national history, followed by two semesters of United States history, will give an adequate course.

Good, accurate text-book work, supplemented by the use of maps, pictures, reprints and reference books, will best serve the purpose of the high schools.

Mathematics

ALGEBRA.—The course in algebra should include fundamental rules, fractions, simple equations, involution, evolution, radicals, and quadratic equations.

ARITHMETIC.—The work in this subject should consist of a semester's review covering the leading topics, and should be preceded by a course in algebra.

GEOMETRY.—The study of geometry should occupy at least one year, and should cover plane and solid (including spherical) geometry.

The work in mathematics outlined above should occupy three years. A review in algebra and geometry should be given in the last year of the high school course.

Physics

An improved course in physics implies the possession, on the part of the school, of sufficient apparatus, in good working order, to demonstrate the important laws and principles of elementary physics. At least one year, *following geometry*, should be given to this subject. The meter and centimeter and their squares and cubes, the gram, kilogram and liter should be thoroughly taught and much used. For this purpose it is preferred that other terms sometimes found in this system be not used. In addition to the above, a laboratory course of at least forty weeks, an hour per week, is expected in case an equipment for this purpose can be secured, and the time of the teacher be devoted to this subject for the hour, so that the laboratory work may be efficiently supervised. Graphical work, using geometry freely, is deemed important.

In purchasing apparatus many simple, inexpensive pieces should be preferred to costly and showy pieces, and working apparatus to illustrative apparatus. Special regard should be had to the effective demonstration of *fundamental principles* as opposed to novelties and curiosities. The list for purchase should be made up from the text-book used, and not principally from dealers' catalogues.

The student should acquire an *expert* use of scales, dividers, the balance, a burette, thermometer, barometer, a tuning fork, and a pocket lens.

Special stress should be placed upon fundamental concepts, such as mass, weights, density, energy, and their units of measurements.

The above hints are given to indicate a minimum course in physics and not to suggest any limitation of the work on the part of those schools which can do more.

Physical Geography

In the teaching of physical geography it is now not only desirous, but also possible to carry out some of the recommendations of the Committee of Ten. At the time when the report was

issued not only were there no suitable texts, but the necessary literature was so widely scattered as to be of little value to the average teacher. The new texts and available references that have appeared since that date justify the recommendation that some of the suggestions of the committee be now more generally put into practice.

It is also especially desired that the work be supplemented as far as possible by direct observation, and the construction and use of topographic and relief maps, charts, models, etc. This work may be made very valuable in the study of the atmosphere and weather changes. The "Physiographic Folio," recently issued by the United States Geological Survey, containing the topographical maps of ten type regions, suggests the use to which these maps may be put in the teaching of physical geography.

The text is no longer sufficient material to place in the hands of pupils. Students and teachers should have access to a few well selected references in addition to the above-mentioned charts, maps and models. Geography, along with chemistry, physics and botany, has now come to demand its laboratory and laboratory work.

Such text-books as Davis, Tarr, and Dryer are to be recommended. A full year's work is highly desirable.

Physiology

A half year's work with some good text, as Blaisdell, or the revised Martin, should be given to this subject. The text should be supplemented with simple individual or class experiments, and an equipment of preparations, models, and charts should be provided.

Conditions of Entrance

ENTRANCE WITHOUT EXAMINATION

Students who are college graduates, or graduates of accepted high schools (see p. 32) will be admitted to the College courses (see p. 41) without examination.

Students who have completed the first two years of the course of an accepted high school will be admitted to the Two Years' Preparatory College Course (see p. 42) without examination.

Students that hold first grade certificates properly endorsed will be admitted to the Two Years' Preparatory College Course (see p. 42) without examination. Such as hold a state certificate will be admitted without examination to the Two Years' College Life Certificate Course (see p. 42). Holders of these two classes of certificates, who have done work in advance of the entrance requirements and wish credit for the same on their course here will be given examinations in such subjects as they desire to pass.

All students entering without examination should bring standings from their school, as evidence of their fitness to enter upon work here.

The conditions of entrance upon the Rural School Course and the Three Years' Certificate Course are defined on pages 50-51.

Entrance Examinations

Students coming from non-accepted high schools, or whose entrance credits are otherwise unsatisfactory, will be examined. Such as fall below the requirements for admission to the Two Years' Preparatory College Course (see p. 42) will be classified in the Ninth or Tenth Grade of the Normal Training School, from which they may pass in regular order to the course above mentioned. Candidates will be examined in the following subjects:

Arithmetic

The applicant is supposed to have completed the work of some good text. A fair understanding of the subject is necessary for the examination.

Algebra

The preparatory work includes the following topics: addition, subtraction, multiplication, division, factoring, highest common factor, lowest common multiple, fractions, and simple equations involving one or more variables.

Grammar

This should include the parts of speech, their use and relations in connected discourse, and the structure and analysis of sentences. The knowledge and understanding of the subject should be somewhat above that required in the first eight grades of the public school or fully equal to the requirements in this branch for a second grade license to teach. The applicant should also have had, accompanying his reading and language lessons, much practice in composition, and be able to express himself in clear and grammatical English.

Reading and Orthoepy

Correct pronunciation being an essential of good reading, the regular course presupposes a thorough knowledge of orthoepy. The applicant should not only be able to indicate by diacritical marks the correct pronunciation of words in common use, but should possess a good degree of facility in pronouncing them, as to syllabication, accent, articulation and quality. He will also be expected to render intelligently any ordinary selection of prose or verse, giving satisfactory reasons for emphasis, quality, force, pitch, etc., employed by him.

Geography

All candidates should be familiar with the location and extent of the great countries of the world, of some of their greater cities, and best known mountains, rivers, lakes and adjacent seas.

They should thoroughly know the shape of the outline and of the general surface of each continent and its position on the globe.

The selection of topics for study should be governed by their importance to civilized man rather than by their picturesque or temporary interest.

United States History

The requirements for admission to the regular course are fully equal to those for a second-grade certificate. The applicant is supposed to have completed some good text, and to have acquired a ready knowledge of the main facts in their causal relations, and to be able to use them intelligently.

Civil Government

The teacher's course being only twelve weeks, the requirements for admission will be somewhat rigid. The examination will cover fully and in detail a good text-book, in both general and state government.

Physiology

Applicants should have a familiar knowledge of elementary physiology and hygiene. Such knowledge may be obtained from any of the better high-school texts when they are suitably supplemented with practical work and class demonstration. The student should know that his information is definite, and he should be ready to present simple drawings and diagrams.

Courses of Study

Admission

Students may be admitted at the opening of any quarter.

The several quarters begin on the last Tuesday of September, the first Tuesday of January, and of April, and continue for twelve weeks.

The conditions under which a student enters will determine the course of study to be pursued. (See page 38.)

By noting the following courses the student will be able to ascertain the character of the work he is prepared to do.

Courses Offered

TWO YEARS' PREPARATORY COLLEGE COURSE

Students who have finished the first two years of an accepted high school course are admitted without examination and are classified on a two years' preparatory course (see p. 42) leading to the college courses described below.

COLLEGE COURSES

The State Normal College offers three courses of study:*

1. The Two Years' College Life Certificate Course (see p. 42).

NOTE—This with the Two Years' Preparatory College Course constitutes the Four Years' Life Certificate Course.

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*For the special course for Critic Teachers, the Specializing Kindergarten Primary Course, the Manual Training Course and the Course in Domestic Science see page 119 ff.

II. The Three Years' College Course, leading to a Life Certificate and the degree of Bachelor of Pedagogics (see p. 46).

NOTE—The first two years of this course are identical with the Two Years' College Life Certificate Course.

III The Four Years' College Course, leading to the degree of Bachelor of Arts (see p. 46).

NOTE—This course secures the Life Certificate, the degree of B. Pd., and the degree of A. B.

Description of Courses

THE TWO YEARS' PREPARATORY COLLEGE COURSE

This course (see p. 44) is strictly preparatory, covering substantially the ground embraced in the last two years of the ordinary high-school course. Students who have completed no less than two years of work in an accepted high school may enter on the course without examination, and any work already done beyond two full years of high school work will be credited. In case a subject included in the course has already been taken as part of the first two years of high school work, such subject may be omitted by permission of the head of the department concerned, and an elective from a department taken instead. Such omission, shall not, however, reduce the amount of work required for the completion of the course—the elective merely taking the place of the omitted subject.

This course when followed by the Two Years' College Life Certificate Course constitutes the Four Years' Life Certificate Course.

THE TWO YEARS' COLLEGE LIFE CERTIFICATE COURSE

This course (see p. 45) is designed primarily for graduates of accepted high schools. Such graduates on entering may take either a *general* or a *specializing* course.

GENERAL COURSE.—Students taking the General Course must take Elementary Drawing and as electives any subjects in the Academic Group (see p. 47) that have not been completed in their high school course. Further, eight teachers' courses are

required (see p. 48) and at least 12 weeks of electives must be drawn from each of the following departments: English, History, Geography, Natural Sciences, Physical Sciences, Mathematics.

SPECIALIZING COURSE.—Students wishing to specialize in any department will find full liberty within this course. The head of the department in which the student specializes becomes the student's patron. Under the guidance of his patron the student enters at once upon his special line of work and is not required to take omitted high school subjects. He will omit elementary drawing, take but six teachers' courses (see p. 48) and select 12 electives in such departments as his patron shall advise.

The Two Years' College Life Certificate Course, whether general or specializing, cannot be shortened by high school credits. It may be shortened, however, by credits from a college, but not to exceed 144 weeks.

TWO YEARS' PREPARATORY COLLEGE COURSE

	First Year		Second Year	
FIRST TERM	Algebra 3	12	Solid Geometry	12
	Rhetoric	12	Physics 1	12
	English History 1	12	English Lit. 1	12
	*El. Drawing 1, or a Language	12	Elective	12
			†Physical Training 1	
SECOND TERM	Plane Geometry 1	12	Electives	24
	English History 2	12	Physics 2	12
	Structural Botany	12	English Lit. 2	12
	*El. Drawing 2, or a Language	12	†Physical Training 2	
THIRD TERM	Plane Geometry 2	12	Physics 3	12
	Systematic Botany	12	Electives	24
	Elective	12	Am. Col. History	12
	Physical Geography	12	†Physical Training 3	

* If a language be elected at this point, Elementary Drawing will have to be taken later in the course. Students that have had no foreign languages are advised to elect at least two years of Latin, German, or French.

†Four terms of Physical Training are required of all students before graduation.

TWO YEARS' COLLEGE LIFE CERTIFICATE COURSE

	Third Year	Fourth Year
FIRST TERM	Psychology 1..... 12 Teachers' Courses..... 12 Elective ..... 24 †Physical Training 4	Elective ..... 12 Teachers' Course ..... 12 Teaching or electives..... 24
SECOND TERM	Psychology 2..... 12 Teachers' Course ..... 12 Electives 24	Teachers' Course ..... 12 Hist. of Education..... 12 Teaching or electives..... 24
THIRD TERM	General Method ..... 12 Teachers' Course ..... 24 Electives 12	Teachers' Courses..... 24 Teaching or electives.... 24

† Four terms of Physical Training are required of all students before graduation.

THE THREE YEARS' COLLEGE COURSE

The Three Years' College Course leads to the degree of Bachelor of Pedagogics and is open to such students only as have completed the life certificate course of this institution, or have done an equivalent amount of work in degree and kind in an institution of equal rank. It calls for one full year (144 weeks) additional work, and is never granted as an honorary degree. Persons holding the A. B. degree from any reputable college may receive the degree of Bachelor of Pedagogics by taking a year of College work in residence, including the Normal group (144 weeks, see p. 48).

Enrollment

Students wishing to enter on the work of the third year will fill out and present to the council a blank stating:

a. The work previously done.

b. The courses of study which they purpose to follow during the year. (For courses offered by the various departments see page 60 ff.)

Classification and Required Studies

The classification of all students in the third year shall be in the hands of a committee consisting in each case of the President and the heads of departments from which subjects are elected.

The work elected may be either general or specializing in character, but must always include:

a. Thirty-six weeks of advanced work in education.

b. One year of foreign language, unless at least two years of foreign language have been already credited. Students having credit for but one year of foreign language are required to pursue the same language for an additional year.

THE FOUR YEARS' COLLEGE COURSE

The Four Years' College Course leads to the degree of Bachelor of Arts in pedagogy. This course is a continuation of the Three Years' College Course described above, and demands one year (144 weeks) of added college work. For this final year all the departments offer the highest and best form of professional

training in both general and special lines. The degree which crowns its completion is never granted *honoris causa*, nor can any one receive it who has not already satisfied the requirements for the degree of B. Pd.

Enrollment

Students wishing to enter on the work of the fourth year will fill out and present to the council a blank indicating:

a. The work previously done.

b. The course of study which they purpose to follow during the year. (For courses offered for the fourth year by the several departments see page 60 ff.

Classification and Required Studies.

The classification of all students in the fourth year shall be in the hands of a committee consisting in each case of the President and the heads of departments from which the subjects are elected.

The subjects elected may be either general or specializing in character but must always include:

a. Twelve weeks in the philosophy of education.

b. The second year of a foreign language for those who have not already received credit for at least two years of foreign language study.

THE LIFE CERTIFICATE

The Academic Group

The high school subjects which must be credited from accepted schools, or taken as electives here, unless a student is specializing, include the following:

Algebra	24	Weeks
Geometry	36	"
Rhetoric and Literature	36	"
English and United States History	36	"
Physical Geography	12	"
Botany	24	"
Physics	36	"
Physiology	12	"

No further credit will be given for a subject taken in a high school and repeated here.

The Normal Group

These subjects are required of all students on the Life Certificate Course:

Psychology		24 Weeks
General Method		12 "
History of Education		12 "
Teachers' Courses:	Specializing Students	72 "
	General Students	96 "
Teaching		24 "
Physical Training (no credit)		48 "

The first three subjects of the Normal group should be taken in the order given above, except by persons on partial courses.

Teachers' Courses*

Students on the general course are required to take *eight* Teachers' Courses.

Students who are specializing are required to take *six* Teachers' Courses.

These they will select from the following list:

1. Arithmetic.
2. Civics.
3. Drawing.
4. Field Geography.
5. Geography.
6. Grammar.
7. History.
8. Music.
9. Physical Education.
10. Physiology.
11. Primary Nature Study.
12. Reading.
13. Secondary Nature Study.
14. Teachers' Course in Ancient Languages.
15. Teachers' Course in Modern Languages.

Each course continues 12 weeks. Courses 14 and 15 are open only to students specializing in languages. The right is reserved to assign to any student a particular teachers' course should his work show special need for it.

*For Teachers' Courses required for the Three-Years Certificate see p. 50.

The Campus, looking north-west

Graduation and Degrees

1. A Life Certificate and Diploma will be granted to all persons completing the Four Years' Life Certificate Course (see p. 42) or the Two Years' College Life Certificate Course (see p. 42).

2. The degree of B. Pd. will be granted upon the completion of the Three Years' College Course (see p. 46).

3. The degree of A. B. will be granted upon the completion of the Four Years' College Course (see p. 46).

MASTER OF PEDAGOGICS

Provisions are made for taking the Master's degree as follows: Any one holding the degree of Bachelor of Pedagogics from the Michigan State Normal College, may, upon application, receive the corresponding Master's degree (M. Pd.) upon the following conditions:

1. He shall furnish evidence satisfactory to the Faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

2. He shall prepare and present a thesis acceptable to the Faculty, upon some subject connected with the history, science, or art of education; the Faculty reserving the right to assign the subject of such thesis.

Partial Courses

Teachers wishing to prepare for the examination for state teachers' certificates can enter any classes for which they are fitted without taking one of the regular courses. Furthermore, teachers of some experience and fair scholarship who wish to add to their skill as instructors in special subjects, or grades of subjects—as, for example, high school English, drawing in the grades, music, physical training, science, history, foreign languages—are admitted to such studies as they choose, subject,

however, to the direction of the President and heads of departments concerned. In such cases the work done is credited on the books but leads to no certificate, uness one of the full courses is completed.

Persons wishing to take up special studies are subject to the same conditions of admission as other students. (See p 38.)

Many students for various reasons are not able to complete one of the regular courses without interruption. To these no credits once earned are lost, and there is no objection to their continuing and completing the course at any subsequent time.

Limited Certificates

Besides the regular courses outlined in the preceding pages, there are two forms of limited certificate given for partial courses.

I. Three-Year-Certificate Course

A *Three-Year Certificate*, renewable for three years, will be given upon the completion by high school graduates of fourteen courses of work, as specified below. This will require one year and one summer term of work. The certificate is good in grades below the tenth. It includes the following courses:

Physiology 1 and 2.....24 Weeks
General Method.....12 Weeks
Four Teachers' Courses, selected from the following six teachers' courses:
Grammar,
Arithmetic,
Physiology,
Geography,
History,
Reading
.....48 Weeks
Teaching .....24 Weeks
Elementary Drawing 1 and 2 .....24 Weeks
Three electives from omitted academic subjects (see p. 47).....36 Weeks
Except that specializing students may choose three terms of their specialty instead.

Students who take out this limited certificate and who return for the life certificate afterwards will be required to complete thirty-six weeks of work for the life certificate.

II. Rural School Course

A three-year certificate, good for three years and renewable for three years, valid in schools employing not more than two teachers, will be given on completion of the following course:

English Grammar, Composition and Literature for the Grades	36	Weeks
History of the United States (with methods)	24	"
Reading and Orthoepy (with methods of teaching primary reading)	24	"
Geography (with methods)	24	"
Arithmetic (with methods)	24	"
Elementary Algebra	24	"
General History	24	"
Elementary Physics	24	"
Observation and Teaching in the Training School	24	"
Botany	12	"
Elementary Agriculture	12	"
Civil Government	12	"
School Management	12	"
Psychology	12	"
Physiology	12	"
Music	12	"
Drawing	12	"
Penmanship	12	"
Physical Training (without credit)	36	"

NOTES

1. Teachers of experience in rural school work may receive credit on the above course in accordance with such experience.

2. Pupils who have taken any of the above subjects in high schools may receive credit for the subjects so taken.

3. The course (without credits) will require two years and one term (seven terms of 12 weeks each); or two years and two summer terms (summer terms six weeks each). The greatest amount of credit possible will reduce it to one year—that is, three terms of 12 weeks each.

4. Persons completing the course will receive a certificate valid for three years anywhere in the state in schools employing not more than two teachers. This certificate is renewable once for three years.

5. The Normal College desires to help those who need to prepare for second and third grade certificates. Classes in the necessary subjects are in progress every quarter.

6. Students wishing manual training will be allowed to take it in place of some one of the prescribed subjects under direction of the President.

Advanced Credits

Under certain conditions credit for work done elsewhere will be allowed upon courses here, provided that no credits from high schools shall shorten the Two Years' College Life Certificate Course (see p. 42). The Committee on Advanced Standing (see p. 11) may at their discretion allow such standings from the following schools: (1) The University of Michigan, the Agricultural College, and all other regularly incorporated Michigan colleges; (2) institutions of like rank in other states; (3) accepted Michigan high schools; (4) reputable secondary and superior schools in other states.

Candidates bringing standings from any of these schools will first submit them to the Committee on Advanced Standing for credit. These credits should then be reported to the office, and on this basis a classification will be made out.

Candidates for limited certificates must, as soon as possible after classification, secure their credits for work done elsewhere from the several heads of departments, after which these credits must be handed to the clerk for record.

Directions to Students

The following regulations apply to all students:

1. Present your credentials at the General Office and receive instructions as to classification.

2. Specializing students are classified by the head of the department with whom they wish to specialize. Such classification will not be accepted for record unless signed by the head of the department concerned.

3. A copy of your high school or other standings should be filed early in the office with the clerk. Blanks for this purpose will be supplied on application.

4. After classification, pay your fee to the clerk. She will sign and return to you your classification card.

5. Enroll in your classes without delay. Each of your teachers will sign your card.

6. After having enrolled in all your classes, return your classification card to the clerk.

7. Leave no classes permanently and make no change in classification without written permission from the President.

8. After the clerk has signed the classification card all changes must be reported to her and recorded.

9. No student will be permitted to take more than *four* studies (not including physical training) except by permission of the committee on extra studies. Application for an extra study should be made in writing, with reasons therefor, to the chairman of the committee (see p. 11).

10. Students bringing credits beyond the requirements for entrance will receive no advance credit for the first year of a foreign language unless it be followed here by a second year of the same language.

11. It is important that all students should bear in mind the following regulations:

a.—Students on the Life Certificate Course, who are not specializing, must take all omitted high school subjects of the academic group (see p. 47) as electives.

b.—Students not specializing on the Two Years' College Life Certificate Course must take seventy-two weeks of the ninety-six weeks of electives in the following six departments: English, History, Geography, Mathematics, Physical Science, Natural Science.

c.—Students not specializing on the Two Years' College Life Certificate Course must take *eight* of the Teachers' Courses (see p. 48), specializing students *six*, and candidates for the Three Years' Certificate, *four* (see p. 50).

d.—All students are required to take four terms of physical training, for which no credit is given.

Students' Record

Students' Record

A tabulated statement of the work required for graduation from the Two Years' College Life Certificate Course, both general and specializing, is given below. It is suggested that each student keep a record of the progress of his work by means of this blank for his own information and guidance.

REQUIREMENTS FOR GRADUATION ON THE TWO YEARS' COLLEGE LIFE CERTIFICATE COURSE

General Course

Psychology 1, 2 (p. 110).
General Method (p. 110).
History of Education (p. 112).
Drawing, Elementary 1, 2 (p. 60).
Teaching (p. 116).

Teachers' Courses (p. 48).
1.....
2.....
3.....
4.....
5.....
6.....
7.....
8.....

Electives (p. 43).....
1. English (p. 63).....
2. History (p. 74).....
3. Geography (p. 67).....
4. Mathematics (p. 83).....
5. Physical Science (p. 105)...
6. Natural Science (p. 91)....
7. Free Elective .....
8. Free Elective .....

Physical Training (p. 101)
1.....
2.....
3.....
4.....

Specializing Course

Psychology 1, 2 (p. 110).
General Method (p. 110).
History of Education (p. 112).
Teaching (p. 116).

Teachers' Courses (p. 48).
1.....
2.....
3.....
4.....
5.....
6.....

Electives (p. 43).....
1.....
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10.....
11.....
12.....

Physical Training (p. 101).
1.....
2.....
3.....
4.....

Fall, winter and spring quarters.
Fall quarter—One section: 8-9.
Winter quarter—One section: 8-9.
Spring quarter—Two sections: 11-12, 1-2.
Room 24. Miss Garner.

4. ADVANCED DRAWING 1. 12 WEEKS.

Elementary drawing 1 and 2, or their full equivalent, must precede.

Studies are made from plant forms with pencil, pen and ink and water color. The course embraces the study of historical ornament, as well as exercises in original designs for wall paper, book covers and other subjects covering the main problems in decorative design.

Fall and winter quarters.
Fal and winter quarters.
Fall quarter—One section: 9-10.
Winter quarter—One section: 9-10.
Room 14. Miss Olmsted.

5. ADVANCED DRAWING 2. 12 WEEKS.

Elementary drawing 1 and 2 or their full equivalent must precede.

The work in this course is in charcoal from still-life and casts. Landscape composition is studied with some out of door sketching.

Advanced drawing 2 may be taken before advanced drawing 1.

Fall and spring quarters.
Fall quarter—One section: 9-10.
Spring quarter—One section: 9-10.
Room 14. Miss Olmsted.

6. TEACHER'S DRAWING. 12 WEEKS.

Elementary drawing 1 and 2 must precede.

Fall and winter quarters.
Fall quarter—One section: 8-9.
Winter quarter—One section: 8-9.
Room 10. Miss Goodison.

7. LIFE SKETCHING 1. 12 WEEKS.

Elementary drawing 1 and 2 and advanced drawing 1 and 2, or their equivalent, must precede.

This class has two hours daily, four days in the week. The work is mainly in pencil from life models. Instruction is also given in figure composition.

Fall and winter quarters.

Fall quarter—One section: 10-12.

Winter quarter—One section: 10-12.

Room 7. Miss Olmsted.

8. LIFE SKETCHING 2. 12 WEEKS.

Elementary drawing 1 and 2, advanced drawing 1 and 2, and life sketching 1, or their full equivalent, must precede.

In this course studies are made from the head and figure in light and shade and color.

To encourage the study of living models and of nature, literary and historical subjects are given to illustrate.

Spring quarter—One section: 10-12.

Room 7. Miss Olmstead.

9. ADVANCED BLACKBOARD SKETCHING. 12 WEEKS.

This is a continuation of Blackboard Sketching 1, and is intended particularly for students specializing in this department.

Drawings are made of figures and faces in flat tones and in light and shade. Much original work is done in composing landscapes and calendars.

Spring quarter—One section, 8-9.

Room 24. Miss Goodison.

Students who are not specializing in this department may elect courses 3 to 9 for the third or fourth college year.

English

PROFESSOR FLORUS A. BARBOUR
MISS ABBIE PEARCE
MISS ALMA BLOUNT MISS ESTELLE DOWNING

PREPARATORY COURSE

1. GRAMMAR.

An elementary, but systematic course in English Analysis, together with a rapid review of Etymology and Syntax. The course should enable students to pass the county examinations for a Third Grade Certificate, and is preparatory to the study of elementary Rhetoric in the Normal College.

Fall quarter, 3-4. Room 42. Miss Downing.
Spring quarter, 3-4. Room 44. Miss Blount.

HIGH SCHOOL COURSES

1. RHETORIC.

Presupposes preparatory Grammar. The text-book is largely a hand-book of reference. Punctuation, figures, and elementary principles of style are studied in connection with selected classics. Continued practice is also given in paragraph writing and composition.

Fall quarter, 2-3. Room 42. Miss Downing.
Spring quarter, 3-4. Room 42. Miss Downing.

2. ENGLISH COMPOSITION.

This course is designed for high school graduates who have had insufficient training in English. Its aim is to lead the student to a more correct and forcible expression of his thoughts, both in speaking and writing. There will be instruction and drill in connection with the most common speech errors, together with oral discussion of assigned themes, and constant practice in writing. Throughout the course attention will be paid to diction, sentence structure, and paragraphs.

Winter quarter, 1-2. Room 42. Miss Downing.
Spring quarter, 1-2. Room 42. Miss Downing.

3. ENGLISH LITERATURE 1 and 2.

The courses include an outline of the history of English Litterature, supplemented by the study of representative classics from different periods. Course 1 extends from the earliest times to the age of Milton; course 2, from Milton to modern times.

Course 1—Fall quarter, 3-4; winter quarter, 10-11. Room 44. Miss Blount.

Course 2—Winter quarter, 3-4; spring quarter, 2-3. Room 44. Miss Blount.

1. PRINCIPLES OF CRITICISM 1.

The elementary principles of literary criticism applied to the study of selections from the American poets. The department has in its library forty copies of the complete works of each author studied. These are placed in the hands of students as text-books in place of annotated texts, and original criticism is encouraged and cultivated. The criticism is preceded by a brief course of lectures, and presupposes rhetoric and English Literature 1 and 2.

Fall quarter, 8-9. Section 1. Room 40. Professor Barbour.
Section 2. Room 41. Miss Pearce.
Section 4. Room 41. Miss Pearce.
Winter quarter, 10-11. Section 1 only. Room 41. Miss Pearce.
Spring quarter, 9-10. Section 1. Room 40. Professor Barbour.
9-10. Section 2. Room 41. Miss Pearce.
8-9. Section 3. Room 40. Professor Barbour.

2. PRINCIPLES OF CRITICISM 2.

A study of American prose in accordance with the method suggested for course 1, and in all cases to be preceded by course 1.

Winter quarter, 8-9. Section 1. Room 40. Professor Barbour.
9-10. Section 2. Room 42. Miss Pearce.
9-10. Section 3. Room 40. Professor Barbour.
Spring quarter, 10-11. One section. Room 41. Miss Pearce.

3. ADVANCED ENGLISH LITERATURE 1.

A special study of nineteenth century poetry, including the poets, Shelley, Keats, Tennyson, Swinburne and Morris.

Winter quarter, 11-12. Room 41. Miss Pearce.

4. ADVANCED ENGLISH LITERATURE 2.

A short course of lectures upon (1) the history and development of the English novel; and (2) upon its technical construction. Special study of different types will follow, with particular attention to plot, character sketching, and description. This course should prove helpful and suggestive to high school teachers.

Spring quarter, 11-12. Room 41. Miss Pearce.

5. SHAKESPEARE.

A brief course of lectures on the technical construction of the drama, followed by an analytical study of several of Shakespeare's tragedies. Special attention is given to the development of the plot, and to the consistency of the characters with the plot. Teachers of literature in high schools will find the course stimulating and suggestive as a preparation for teaching Shakespeare.

Winter quarter, 10-11. Room 40. Professor Barbour.

6. ENGLISH MASTERPIECES.

A study of Carlyle's Sartor Resartus and DeQuincey's Opium Eater as two great types of nineteenth century prose.

Spring quarter, 10-11. Room 40. Professor Barbour.

7. ANGLO SAXON.

Cook's First Book of Old English, followed by a course of lectures upon the history of the English Language. The course is considered of especial value to teachers of English Grammar.

Fall quarter 2-3. Room 44. Miss Blount.

8. MIDDLE ENGLISH.

The study of Chaucer in Sweet's Second Middle English Primer and Morris' Prologue and Knightes Tale.

Winter quarter, 2-3. Room 44. Miss Blount.

9. TEACHERS' GRAMMAR.

(a) A rapid academic review of the subject in Whitney's Essentials of English Grammar; (b) Professional aspects of teaching the subject in Barbour's "Grammar Teaching; History and Method."

Fall quarter. Section 1, 10-11. Room 44. Miss Blount.
Section 2, 10-11. Room 41. Miss Pearce.
Section 3, 11-12. Room 44. Miss Blount.
Section 4, 11-12. Room 41. Miss Pearce.
Section 5, 2-3 Room 40. Professor Barbour.

Winter quarter. Section 1, 8-9. Room 41. Miss Pearce.
Section 2, 9-10. Room 44. Miss Blount.
Section 3, 3-4. Room 42. Miss Downing.

Spring quarter. Section 1, 8-9. Room 41. Miss Pearce.
Section 2, 8-9. Room 44. Miss Blount.
Section 3, 9-10. Room 44. Miss Blount.

10. ADVANCED RHETORIC.

The work of this course constitutes a general review of rhetoric principles, and a practical application of these principles to English Composition. It includes a study of models in description, narration, exposition, and argument, together with constant practice in writing under these four types of prose structure. The course is especially designed for those who already have some proficiency in writing, and who wish to prepare themselves for teaching composition in grades or high schools.

Winter quarter, 2-3. Room 42. Miss Downing.
Spring quarter, 2-3. Room 42. Miss Downing.

High School Courses 1, 2, 3, and College Courses 1 and 2 will not be credited on the work of the third or fourth college year. Students not specializing in the English Department may elect in these years any of the other courses offered, after consultation with the head of the department.

Students who are specializing in this department may elect courses 3, 4, 5, and 6 for the third or fourth college year, and collateral work in foreign languages, history, reading and public speaking, after consultation with the head of the department.

Courses 5 and 6 may be considered as distinctively fourth year courses for students who plan to take the degree of A. B. All students in the third or fourth year who desire to elect courses in English should consult freely with the head of the department. Special consideration will be given to each student, and the courses to be elected will depend upon the department in which the student is specializing, or upon his previous studies in language and literature.

Geography

PROFESSOR M. S. W. JEFFERSON

PREPARATORY COURSE

1. ELEMENTARY GEOGRAPHY. 12 WEEKS.

The course will take up the distribution of physical, climatic and political regions of the earth with Tarr and McMurray's Third Book as text.

Fall term, 1-2. Miss Lockwood.

HIGH SCHOOL COURSE

2. PHYSICAL GEOGRAPHY. 12 WEEKS.

Credited from high schools. Required of all non-specializing students who have not studied the subject. Dryer's Physical Geography as text.

Winter term, 1-2. Miss Lockwood.

COLLEGE COURSES

3. TEACHERS' GEOGRAPHY. 12 WEEKS.

Required of all students. It is the object of this course to give advanced instruction in the fundamentals of geography that are connected with the globe the map, the weather and climate. It finds its complement in Course 4. Class exercises and laboratory work.

Fall term, 8-9, 9-10, 10-11, 11-12. Winter term, 9-10, 10-11, and 11-12. Spring term. 9-10, 10-11, and 11-12. Professor Jefferson and Miss Lockwood.

4. PHYSIOGRAPHY OF THE LANDS. 12 WEEKS.

Course 3 is prerequisite and finds its complement in this course, which is recommended for students who have an elective in the department. Class exercises and laboratory work with maps, models and pictures. Text-book, Davis' Physical Geography.

Winter term, 8-9. Professor Jefferson.

5. FIELD GEOGRAPHY. 12 WEEKS. TEACHERS' COURSE.

Courses 3 and 4 must precede. The course offers training in the use of the local "out-of-doors" in regular geography work. More than half the exercises are conducted in the open air.

Spring term 2-4. Professor Jefferson.

6. COMMERCIAL GEOGRAPHY. 12 WEEKS.

Course 3 is prerequisite. This course treats of the geographic control on the production and exchange of such comarticles, to develop the principles underlying and guiding commodities as cotton, wheat, iron, copper, wool and manufactured articles, to develop the principles underlying and guiding commercial activities. Adams' Commercial Geography.

Spring term, 3-4. Miss Lockwood.

7. GEOGRAPHY OF THE UNITED STATES.

(Not given in 1904-5.)

8. GEOGRAPHY OF EUROPE.

Applications of the principles of the Physiography of the Lands to Europe. Lectures, reading and map exercises.

Spring term. 8-9. Professor Jefferson. Courses 3 and 4 must precede.

9. METEOROLOGY.

Davis' Meteorology used as a text with actual observations and studies of the weather and climate of Ypsilanti.

Fall term, 11-12. Professor Jefferson.

10. ADVANCED FIELD WORK.

The working out of the practical availability for out-of-door instruction in geography of some Michigan school locality.

Field work and consultation with Professor Jefferson.

DEGREE COURSES IN GEOGRAPHY

Courses 1, 2 and 3 will not be credited on the work of the third or fourth college year.

Students satisfactory to the head of the department may elect Courses 4, 5, 8, 9 and 10 for the third or fourth college year.

Distinctively fourth year courses are 7, 8, 9 and 10.

German and French

PROFESSOR RICHARD CLYDE FORD.

MISS IDA FLEISCHER, Ph.D. MISS MARY JOY LOMBARD.

GENERAL STATEMENT

The library of the department comprises about 1,000 volumes, besides a number of the leading pedagogical and literary journals of both languages, which are on file in the reading room of the College.

From time to time through the year informal lectures are given to the students of the departments on subjects relating to the politics, geography, history and literary life of France and Germany.

SCHOLARSHIP

The Hon. Peter White, of Marquette has made it possible for the department to award annually $25 to some student of merit in the courses in French. The sum becomes available for the year 1904-5.

THE B.PD. AND THE A.B DEGREES.

Candidates for the above degrees, and specializing in this department, may elect courses: German—10, 11, 12, 13, 14, 15; French—7, 8, 9, 10, 11, 12, for the third or fourth college year.

Candidates, not specializing, may elect anywhere according to requirements of their preparation.

German

PREPARATORY COURSE

1. FALL QUARTER.
   Pronunciation; grammar (Thomas); conversation; sentence building; easy reading.

2. WINTER QUARTER.
Grammar; conversation; written work; reading.
A beginners' class will be started in the winter quarter.

3. SPRING QUARTER.
Reading; composition; grammar.
Continuation of Course 2.

The work of this year is intended to give the student a good pronunciation and make him acquainted with the elements of the grammar and colloquial expression. The amount of matter read will approximate 150 pages and will be chosen from beginning readers and easy stories. There will be outside reading in English on subjects relating to modern Germany.

The work of the first year is preparatory and treated as follows:

Beginning work through one year, if taken here, or in an institution of equal grade is credited.

Beginning work through one year, if taken in addition to the high school work required for entrance, will be credited *only when followed by an additional year here.*

HIGH SCHOOL COURSES

4. FALL QUARTER.
Review grammar (Part 1, Thomas). Reading matter chosen from such texts as Heyse's *Das Mädchen von Treppi*, Gerstäcker's *Irrfahrten*, Riehl's *Das Spielmannskind*, etc.; written work; conversation. Dr. Fleischer. Room 22.

5. WINTER QUARTER.
Reading of prose continued. Stifter's *Das Haidedorf*. Riehl's *Burg Neideck*, etc. Dr. Fleischer. Room 22.

6. SPRING QUARTER.
Schiller's *Wilhelm Tell*; modern prose, etc. Dr. Fleischer. Room 22.

In this year the student is introduced to real literature as such, and a constant endeavor is made to cultivate a literary appreciation of the authors studied. At the same time work in grammar and composition is emphasized in order to fix thoroughly in the learner's mind the structural features of the language. Miscellaneous readings in English are continued.

7. FALL QUARTER.
Two sections.

(a) Schiller's *Die Jungfrau von Orleans*; review of grammar; written work. Dr. Fleischer. Room 22.

(b) Eichendorff's *Leben eines Taugenichts*; Scheffel's *Trompeter von Säkkingen*; etc. Dr. Fleischer. Room 22.

8. WINTER QUARTER.

(a) Biography and travel; sight reading. Dr. Fleischer. Room 22.

(b) Current periodical literature; conversation. Dr. Fleischer.

9. SPRING QUARTER.

(a) Current periodical literature; conversation. Dr. Fleischer. Room 22.

(b) History and scientific prose; conversation. Dr. Fleischer.

The work of courses 7, 8, 9 is a continuation both in spirit and matter of the preceding year. Only enough grammar work is done to make the text intelligible, the emphasis of instruction being laid on extensive reading. Research work in English and German is now required.

COLLEGE COURSES

German Literature of the Nineteenth Century

10. FALL QUARTER.

Ballads and lyrics; written work. Professor Ford. Room 50A.

11. WINTER QUARTER.

The drama before 1848. Professor Ford. Room 50A.

12. SPRING QUARTER.

The rise of fiction, 1848-1870. Professor Ford. Room 50A.

A suitable *Literaturgeschichte* will be used as an outline, illustrated by other texts, which will be studied in class. Each student will also be expected to make himself familiar with some special author whom he will read and report upon.

13. FALL QUARTER.

Goethe's *Faust*. Professor Ford. Room 50A.

14. WINTER QUARTER.

Readings in German history in connection with interpretation of modern literature. Professor Ford. Room 50A.

15. TEACHERS' COURSE. SPRING QUARTER.

History and methods of modern language teaching. Discussion of the questions of technical grammar, etc. Professor Ford. Room 50A.

French

HIGH SCHOOL COURSES

1. FALL QUARTER.

Pronunciation; grammar (Part I, Fraser and Squair); reading.

2. WINTER QUARTER.

Grammar continued; written exercises and conversation; reading.

3. SPRING QUARTER.

Irregular verbs; written exercises; reading.

In this year of French particular attention is paid to the matter of pronunciation and the elementary principles of the grammar and colloquial expression. From 300 to 400 pages of matter is read, chosen from such texts as Aldrich and Foster's *French Reader*, Bruno's *Le Tour de La France*, Halévy's *L'Abbé Constantin*, Dumas' *La Tulipe Noire*, Benton's *Easy French Plays*, etc., There will also be reading in English on subjects relating to modern France.

COLLEGE COURSES

4. FALL QUARTER.

Review of grammar; reading, with written work and conversation. Professor Ford. Room 50A.

5. WINTER QUARTER.

Grammar; composition; reading. Professor Ford. Room 50A.

6. SPRING QUARTER.

Syntax; composition; reading. Professor Ford. Room 50A.

The reading of this year is taken from such texts as Mérimée's *Colomba*, About's *Le Roi des Montagnes*, Sarcey's *Le Siège de Paris*, *Historiettes Modernes* and DeVigny's *La Canne de Jonc*, supplemented with sight reading from modern writers, and outside matter in English.

7. FALL QUARTER.

First 160 pages of Duval's *Histoire de la Littérature Francaise*; Moliere's *Le Bourgeois Gentilhomme*; Corneille's *Le Cid*; Racine's *Esther*. Professor Ford. Room 50A.

8. WINTER QUARTER.

Duval's *Histoire*, etc. Pages 160-263. Letters of Madame de Sévigné; Voltaire's prose. Professor Ford. Room 50A.

9. SPRING QUARTER.

Duval's *Histoire de la Littérature Francaise* concluded. Lamartine's *Scènes de la Révolution Francaise*; Hugo's *Hernani*; Musset's *Comédies*; DeVigny's *Cinq Mars*. Professor Ford. Room 50A.

The year's work as outlined in the preceding courses is planned to give the student a systematic review of French literature since the 16th century. The main periods and authors are carefully outlined and studied, and the literary currents setting into the subsequent centuries are followed up.

10, 11, 12. FOR ADVANCED STUDENTS.

The seminar method will be pursued in these courses, and the work will embrace studies in the history and development of the French language and grammar; the French element in English, with special readings in literature.

History

PROFESSOR JULIA ANNE KING.

MISS MARY PUTNAM. MISS BERTHA G. BUELL.

MISS FLORENCE SHULTES.

HIGH SCHOOL COURSES

1. GENERAL HISTORY. 36 CONSECUTIVE WEEKS.

An elective open to all students. The work is based upon a text-book. Begins the fall quarter. 10-11. Room 47. Miss Shultes.

2. THE HISTORY OF ENGLAND. 24 WEEKS.

Text-book: Coman and Kendall. Begins each quarter. 8-9 and 3-4. The second half of the course, winter and spring quarters, 8-9 and 2-3. Room 48. Miss Buell.

3. THE POLITICAL HISTORY OF THE UNITED STATES. 12 WEEKS.

Course 3 presupposes Course 2, or an equivalent. Text-book: McLaughlin. Fall and spring quarters. 2-3. Room 48. Miss Buell.

COLLEGE COURSES

Courses 4, 9, 10 are arranged for students working upon the Life Certificate Course and desiring only a brief course in history.

Courses 6, 7, 8, 9 may be included among the early electives for the specializing students.

4. THE ADVANCED COURSE IN GENERAL HISTORY. 24 CONSECUTIVE WEEKS.

Course 4 presupposes Course 1. Text-book: Adam's European History. Winter and spring quarters. 9-10. Room 48. Miss Buell.

5. THE HISTORY OF GREECE TO THE CONQUEST BY THE ROMANS. 12 WEEKS.

Courses 5, 6, 7, 8, will be elected by students taking history as a major. Text-book: West, with assigned reading. Fall quarter. 11-12 and 3-4. Room 47. Miss Shultes.

6. THE HISTORY OF ROME TO THE FALL OF THE ROMAN EMPIRE. 12 WEEKS.

Supplementary to Course 5. It is urged that Courses 5 and 6 follow each other in the order named. Text-book: West, with assigned reading. Winter quarter. 11-12. 3-4. Room 47. Miss Shultes.

7. THE MEDIÆVAL HISTORY OF EUROPE FROM 800 TO 1500. 12 WEEKS.

Text-book: Thatcher, with assigned reading. Spring quarter, 11-12 and 3-4. Room 47. Miss Shultes.

8. THE MODERN HISTORY OF EUROPE. 12 WEEKS. 1500 TO THE PRESENT TIME.

Text-book: Schwill, with assigned reading. Fall quarter. 8-9. Room 47. Miss Shultes.

9. ADVANCED COURSE IN ENGLISH HISTORY. 12 WEEKS.

This course is designed for students from the high schools who desire to give but a limited time to history. It presupposes Course 2. Spring quarter. 8-9. Room 48. Miss Buell.

10. ADVANCED COURSE IN AMERICAN HISTORY. 12 WEEKS.

This work is designed for the graduates from the high schools, and presupposes Course 3 or an equivalent. The work is arranged with special reference to teaching the subject. Fall quarter. 9-10. Room 45. Miss Putnam.

11. THE TEACHERS' HISTORY. 12 WEEKS.

Course 11 presupposes such knowledge as may be gained from the required courses or from the usual high school course. Some knowledge of psychology is also indispensable. Lectures, discussions, assigned reading, and the handling of primary material. Each quarter, 8-9 and 10-11. Room 49. Professor King.

12. THE TEACHERS' CIVICS. 12 WEEKS.

Course 12 presupposes a knowledge of the facts of civil government and Courses 2 and 3, or an equivalent. Lectures, with assigned reading. Each quarter. 8-9 and 10-11. Room 45. Miss Putnam.

13. POLITICAL ECONOMY. 12 WEEKS.

Text-book: Walker supplemented by lectures, discussions, and written reports. Winter quarter. 9-10. Room 45. Miss Putnam.

14. POLITICAL SCIENCE. 12 WEEKS.

Course 14 presupposes Course 12, in which the student must have shown aptitude for the study. Lectures, with assigned topics for investigations. Spring quarter. 9-10. Room 45. Miss Putnam.

15. A STUDY OF SOCIETY. 12 WEEKS.

Course 15 is intended for advanced students. It presupposes some knowledge of history and also of methods of investigation. The course follows a brief text-book, supplemented by library reading, discussion, and written report. Fall quarter. 11-12. Room 49. Professor King.

16. THE INDUSTRIAL HISTORY OF THE UNITED STATES. 12 WEEKS.

Text-book, supplemented with research work. Spring quarter. 11-12. Room 49. Professor King.

17. THE POLITICAL AND CONSTITUTIONAL HISTORY OF ENGLAND. 24 CONSECUTIVE WEEKS.

Given in 1904-5.

Course 17 presupposes such knowledge of English history as may be gained from Courses 2 and 9.

The course follows outlines arranged for library work. Discussions and written reports. Winter and spring quarters. 8-9. Room 47. Miss Shultes.

18. THE FORMATION AND DEVELOPMENT OF THE CONSTITUTION OF THE UNITED STATES. 24 CONSECUTIVE WEEKS.

Not given in 1904-5.

Course 18 makes an intensive study, using largely source material. Discussions and reports. Fall and winter quarters. 2-3. Room 45. Miss Putnam.

19. PRIMARY HISTORICAL MATERIAL. 12 WEEKS.

Course 19 presupposes Course 11. Class teaching from source material, research, and written exposition. Winter quarter. 11-12. Room 49. Professor King.

20. SOCIOLOGY.

Course 20 presupposes a good knowledge of history and Course 15. The work will be largely individual research work. The hours to be arranged with the instructor.

21. PHILOSOPHY OF HISTORY.

Course 21 presupposes Course 11. Lectures with assigned topics for reading and discussion. Hours to be arranged with the instructor.

DEGREE COURSES

Courses 4 to 10, inclusive, will not be credited on the work of the third and fourth college years.

Students specializing in history may elect from Courses 11 to 21, inclusive, for third and fourth years' work.

Students not specializing in history may elect from the courses credited on degrees any work for which they are prepared.

Courses 17 to 21 inclusive are regarded as distinctively fourth year work.

Latin and Greek

PROFESSOR BENJAMIN L. D'OOGE

MISS HELEN B. MUIR. DR. GEORGE V. EDWARDS.

Latin

PREPARATORY COURSES

1. Beginners' Latin. Fall quarter. 2-3. Room 36. Miss Muir.
2. Beginners' Latin. Winter quarter. 2-3. Room 36. Miss Muir.
3. Beginners' Latin and Viri Romae, or Second Year Latin. Spring quarter. 2-3. Room 36. Miss Muir.

Courses 1-3 are preparatory to all that follow, and are credited as follows:

(a) Students who have had no Latin may begin it here, and their work will be credited on the electives of their Normal Course.

(b) Students who have taken the first year in Latin in addition to the high school work required for entrance will receive no advance credit for the same unless it be followed by a second year here.

Students who wish to specialize in Latin should aim to take as much Latin as possible before coming to this institution.

HIGH SCHOOL COURSES

4. Viri Romae, or Second Year Latin, and Latin Composition. Fall quarter. 11-12. Room 36. Miss Muir.
5. Caesar and Latin Composition. Winter quarter 11-12. Room 36. Miss Muir.
6. Caesar and Latin Composition. Spring quarter. 11-12. Room 36. Miss Muir.
7. Cicero and Latin Composition. Fall Quarter. 9-10. Room 36. Miss Muir.

8. Cicero and Latin Composition. Winter quarter. 9-10. Room 36. Miss Muir.

9. Ovid and Mythology. Spring quarter. 10-11. Room 35. Dr. Edwards.

The work in mythology is conducted by means of carefully prepared reading courses which serve not only to teach the myths of Greece and Rome, but also to explain the presence of these myths in our modern literature.

10. Ovid. Fall quarter. 11-12. Room 34. Professor D'Ooge.

11. Vergil. Winter quarter. 9-10. Room 34. Professor D'Ooge.

12. Vergil. Winter quarter. 9-10. Room 34. Professor D'Ooge.

COLLEGE COURSES

13. Livy and Latin Composition. (2 sections).
Fall quarter. 8-9 and 10-11. Room 35. Dr. Edwards.

14. Livy and Latin Composition. (2 sections.)
Winter quarter. 8-9 and 10-11. Room 35. Dr. Edwards.

15. Latin selections. Spring quarter. 8-9. Room 35. Dr. Edwards.

16. Horace. Fall quarter. 8-9. Room 34. Professor D'Ooge.

17. Horace. Winter quarter. 8-9. Room 34. Professor D'Ooge.

18. Latin Comedy. Spring quarter. 8-9. Room 34. Professor D'Ooge.

19. Latin writing I (3 times, 12 weeks credit). Spring quarter, 10-11. Room 34. Professor D'Ooge.

This course is open to such only as have had at least four years of the language. It is designed to meet the needs of those who look forward to teaching Latin, and combines drill in the translation of connected English into idiomatic Latin with a thorough review of syntax.

20. Latin Sight Reading (2 times, 6 weeks credit).
Fall quarter. 10-11. Room 34. Professor D'Ooge.

This course is open to such only as have at least three years of Latin. It affords systematic drill in the building of a vocabulary, and in the principles underlying the structure of the Latin sentence, so that the peculiarities of order may become thoroughly familiar and progress in reading be easier and more rapid.

21. Teachers' course in Caesar, Cicero, and Vergil.
Winter quarter. 11-12. Room 34. Professor D'Ooge.

This course is required of all who expect to teach Latin and

is open to such only as have had at least five years of the language. The lectures present: (1) a brief history of the Latin language and its relation to other languages; (2) the justification of Latin in the secondary school; (3) problems and methods of teaching secondary Latin; (4) pronunciation, quantity, prosody; (5) a general bibliography and a consideration of the best textbooks; (6) ancient books and the general principles of textual criticism. Students who are specializing may take this course as one of the required teachers' courses.

22. Historical Latin Grammar (2 times. 6 weeks credit). Winter quarter. 10-11. Room 34. Professor D'Ooge.

Course is open only to those who have had at least five years of Latin.

23. Latin writing II. (2 times, 6 weeks credit). Fall quarter. 10-11. Room 34. Professor D'Ooge.

Course 23 is an advanced course and presupposes a credit in Latin Writing I. While the latter has most to do with matters of syntax, the former is devoted to a study of style and diction.

24. Latin inscriptions (2 times, 6 weeks credit). Winter quarter. 10-11. Room 34. Professor D'Ooge.

Course 24 is an advanced course, is conducted as a seminary, and is open only to ten students; it may be elected only by such as obtain special permission from the head of the department.

Greek

HIGH SCHOOL COURSES

1. Beginners' Greek. Fall quarter. 8-9. Room 36. Miss Muir.
2. Beginners' Greek. Winter quarter. 8-9. Room 36. Miss Muir.
3. Beginners' Greek and Anabasis. Spring quarter. 8-9. Room 36. Miss Muir.
4. Anabasis and Greek Composition. Fall quarter. 9-10. Room 34. Professor D'Ooge.
5. Anabasis and Greek Composition. Winter quarter. 9-10. Room 35. Dr. Edwards.
6. Homer's Iliad. Spring quarter. 9-10. Room 35. Dr. Edwards.

The above six courses (2 years) of Greek are often taken in the preparatory work of the high schools, and are therefore called High School Courses. Students, however, who have had no Greek and wish to begin it here may elect it, and it will be credited on the electives of their Normal Course.

COLLEGE COURSES

7. Homer's Odyssey. Fall quarter. 1-2. Room 36. Miss Muir.
8. Homer's Odyssey, Lysias and Greek Composition. Winter quarter. 1-2. Room 36. Miss Muir.
9. Lysias and Greek Composition. Spring quarter. 1-2. Room 36. Miss Muir.

No student may take up Greek who has not had at least one year of Latin. It is so important an adjunct of Latin that all who are preparing to teach the latter are strongly urged to take at least one year of Greek. A fair reading knowledge can be obtained in that time.

COURSE IN GREEK ART

1. Greek Art and Archæology for beginners (2 times). Spring quarter. 4-5. Room 34. Professor D'Ooge.

This course is open not only to classical students, but also to others upon special application and permission from the head of the department. The course will be given by lectures and illustrated by the stereopticon.

PRACTICE TEACHING

Students preparing themselves for teaching Latin and Greek are given unusual advantages for practice teaching in the Training School under the supervision of a trained specialist.

CANDIDATES FOR DEGREES

Students who are candidates for degrees and are specializing in this department may elect in Greek any of the courses offered and in Latin any course above Course 6 for the work of the third or fourth college year.

Students not specializing may elect any of the work offered either in Greek or in Latin for the third or fourth college year.

Students who have finished the courses offered above and wish to continue further will be directed in their work by the head of the department.

LIBRARY AND ILLUSTRATIVE MATERIAL

The department has a well-equipped classical library of more than a thousand volumes, representing standard authorities in English, French and German. Large accesions to this collection are being made year by year, and the facilities of this nature are ample for all our purposes of study and invéstigation. Strong emphasis is laid upon collateral reading in connection with all classical authors. The department is also well supplied with maps, charts, and photographs, of which constant use is made, and additional illustrative material has recently been provided in the shape of a large collection of lantern slides.

Mathematics

PROFESSOR ELMER A. LYMAN.

ASSOCIATE PROFESSOR JOHN C. STONE.

MISS ADA A. NORTON. MISS KATE R. THOMPSON.

PREPARATORY COURSE

1. PREPARATORY ARITHMETIC. 12 WEEKS.
   A thorough drill in the fundamental parts of arithmetic. The aim of this course is to secure rapidity and accuracy in computing. Fall and winter quarters. Room 55. Miss Thompson.

HIGH SCHOOL COURSES

The following courses are required of all regular four years' course students:

2. ALGEBRA 1. 12 WEEKS.
   Elementary algebra through equations of the first degree with two unknown quantities. Fall and spring quarters. Room 55. Miss Thompson.
   demic Algebra. Fall and spring quarters. Room 55. Miss Thompson.
3. ALGEBRA 2. 12 WEEKS.
   A continuation of Algebra 1 to quadratic equations. Fall and winter quarters. Room 55. Miss Thompson.
4. ALGEBRA 3. 12 WEEKS.
   A continuation of Algebra 1 and 2 through quadratic equations. Winter and spring quarters. Room 55. Miss Thompson.
5. PLANE GEOMETRY 1. 12 WEEKS.
   An elementary course in plane geometry through rectilinear figures and the equality of polygons. Text-book: Wells' Essentials. Fall and spring quarters. Room 55. Miss Thompson.

6. PLANE GEOMETRY 2. 12 WEEKS.
A continuation of Course 5. Fall and winter quarters. Room 55. Miss Thompson.

7. PLANE GEOMETRY 3. 12 WEEKS.
A continuation of Course 6. Room 55. Miss Thompson.

8. SOLID GEOMETRY. 12 WEEKS.
Text-book: Wells' Essentials. Room 55. Miss Thompson.

COLLEGE COURSES

9. TEACHERS' ARITHMETIC. 12 WEEKS.
This course is carried on partly by lectures on the history and pedagogy of the subject, and partly by a review of the typical parts of the subject. This course must be preceded by all of the high school courses given above. Text-book: Beman and Smith. Offered each quarter. Room 54. Professor Lyman. Room 30. Associate Professor Stone. Room 31. Miss Norton.
Associate Professor Stone. Room 36. Miss Norton.

10. METHODS IN ALGEBRA. 12 WEEKS.
This course covers the work in secondary schools, and is designed for teachers or those who intend to become teachers. Special attention will be paid to the history and pedagogy of the subject. Fall quarter. Room 31. Miss Norton.

11. METHODS IN GEOMETRY. 12 WEEKS.
A review of plane and solid geometry. Special attention will be paid to methods and presentation of the subject. Winter quarter. Room 54. Professor Lyman.

12. HISTORY OF MATHEMATICS. 12 WEEKS.
This course is designed to show the student how the subjects he is to teach have developed. Students have access to the large collection of books in the library. Spring quarter. Room 31. Miss Norton.
Course 13 or 14 is required of all students taking the general course.

13. TRIGONOMETRY. 12 WEEKS.
An elementary course in plane and spherical trigonometry. Presupposes all high school courses. Text-book: Lyman and Goddard. Each quarter. Room 55. Miss Thompson.

14. HIGHER ALGEBRA 1. 12 WEEKS.
Besides giving a more comprehensive view of elementary algebra than could be given in courses 2, 3, 4, a thorough study is made of the idea of a function, the remainder theorem, symmetry, variation, the progressions, determinants and the graph. Presupposes all high school courses. Text-book: Fisher & Schwatts Higher Algebra. Each quarter. Room 31. Miss Norton.

15. HIGHER ALGEBRA 2. 12 WEEKS.
Higher Algebra continued through the text, and additional work given on the theory of the equation. Each quarter. Room 30. Associate Professor Stone.

16. ANALYTICAL GEOMETRY. 12 WEEKS.
An elementary course in analytical geometry. Presupposes all the previous courses except 11, 12 and 13. Text-Book: Tanner and Allen. Fall quarter. Room 54. Professor Lyman.

17. DIFFERENTIAL CALCULUS. 12 WEEKS.
Presupposes Course 16. Text-book: Snyder and Hutchinson. Winter quarter. Room 54. Professor Lyman.

18. INTEGRAL CALCULUS. 12 WEEKS.
Text-book: Snyder and Hutchinson. Spring quarter. Room 54. Professor Lyman.

19. THEORY OF EQUATIONS. 12 WEEKS.
This course presupposes Courses 13, 14, and 15. Text-book: Burnside and Panton. Chapters I-X. Spring quarter. Room 30. Associate Professor Stone.

20. SOLID ANALYTICAL GEOMETRY. 12 WEEKS.
An elementary course in solid analytical geometry. Presupposes all of the above courses except 10, 11, 12 and 19. Room 53. Professor Lyman.

21. DIFFERENTIAL EQUATIONS. 12 WEEKS.
Text-book: Murray's Differential Equations. Room 53. Professor Lyman.

22. THEORETICAL MECHANICS. 12 WEEKS.
Text-book: Ziwet's Theoretical Mechanics. Room 53. Professor Lyman.

23. MATHEMATICAL READING. 36 WEEKS.
Room 53. Professor Lyman.

DEGREE WORK IN MATHEMATICS

The courses in Algebra 3, Plane and Solid Geometry will not be credited on the work of the third or fourth college year.

Students who are specializing in this department may elect Courses 20, 21, 22, and 23 for the third or fourth college year.

Students who are not specializing in this department may elect from Courses 10-19 inclusive for the third or fourth college year.

The course in Mathematical Reading (23) 36 weeks, is a distinctively fourth year course.

Music

PROFESSOR FREDERIC H. PEASE.
MR. MINOR E. WHITE.
MR. HOWARD BROWN, Substitute.
MISS CLYDE E. FOSTER. MISS RUTH PUTNAM.

HIGH SCHOOL COURSES.

1. ELEMENTS OF VOCAL MUSIC 1. 12 WEEKS.
   Text-book: Pease's Choral Instruction Course. Summer, fall and spring quarters. 9-10. Winter quarter. 10-11. Mr. White. No credit given unless folowed by Course 2.

As the foundation of all future study is laid in this class it should be considered of more importance than any other.

The work consists of a careful development of the science of music from the very beginning, together with practical study of sight-reading, voice and ear training.

2. ELEMENTS OF VOCAL MUSIC 2. WEEKS.
   Same text-book as in 1. Summer and spring quarters. 11-12. Winter quarter. 9-10. Mr. White. For elements of vocal music 1 and 2 a credit of 24 weeks is given.

COLLEGE COURSES

4. TEACHERS' COURSE IN MUSIC. 12 WEEKS.
   Text-book: First Reader of Modern Music Series, and Rote Song Book by Ripley and Tapper.
   Summer quarter. twice daily. Miss Foster. Fall quarter. 8-9, 2-3. Winter quarter. 8-9. Spring quarter. 8-9, 2-3. Professor Pease. Miss Foster.

This is one of the regular Teacher's courses in the College, and may be elected by Normal students. It does not presuppose a knowledge of music, except familiarity with the rudiments of music as taught in the elements of vocal music class courses.

Students in this class of twelve weeks are prepared especially for teaching singing in the eight grades. Observation of this work is made at the training school. Full credit is given.

5. KINDERGARTEN MUSIC. 12 WEEKS. SUMMER TERM.

Text-book: Primer of Modern Music Series. Miss Foster. Fall quarter. 8-9. Miss Foster. Full credit given.

The work in this class consists of a study of the care and guidance of the young child's voice, the development of a feeling for rythm, the training of monotones, and the manner of presenting songs to children.

A sequence of games and songs for the year is memorized, and the playing of such music as is used in the marches and games is emphasized.

6. METHODS IN HIGH SCHOOL MUSIC. 12 WEEKS.

The class is devoted largely to theory and professional work for advanced or high school grades. It is a continuation of the teachers' course and of elements 1 and 2, which precede it. Text-books: Choral Instruction Course. Spring quarter. One section. 9-10. Room 2, Conservatory. Professor Pease. 12 weeks credit.

7. HISTORY AND LITERATURE OF MUSIC 1 AND 2. 24 WEEKS.

A course giving an outline of music and musicians, with a course of reading relating to musical literature. Text-books: Daney's Musical History and Dickinson's Outline of History. Fall and winter quarters. 8-9. Miss Putnam.

8. DEPARTMENT TEACHING. 12 WEEKS

Required in public school and music and drawing courses. Teaching done under Miss Foster's supervision.

9. VOICE CULTURE 1. 12 WEEKS.

Summer quarter. 10-11. Miss Putnam and Professor Pease. Fall quarter. 9-10. Winter quarter. 8-9. Spring quarter. 11-12. Miss Putnam. Mr. White.

There are two classes in voice culture of one quarter each. The voice, its development, culture, resonance, permeation, together with the art of singing, including rendition, pronunciation, articulation and expression are the subjects taught, the professional instruction being dwelt on at each point. For 24 weeks of class work 12 weeks credit is given.

10. VOICE CULTURE 2. 12 WEEKS.

Fall quarter. 10-11. Winter quarter. 10-11. Spring quarter. 9-10. Miss Putnam. Mr. White.

11. ARTISTIC CLASS IN SINGING. 12 WEEKS.

To prepare for singing in public. It meets twice a week. Fall, winter and spring quarters. 10-11. Professor Pease.

12. HARMONY. 12 WEEKS.

Text-book: York's Harmony Simplified and Harmony by Bridge and Sawyer. Summer quarter. 10-11. Fall quarter. 11-12. Winter quarter. 11-12. Mr. White, Miss Putnam and Professor Pease.

mony. Summer quarter. 10-11. Fall quarter. 11-12. Winter quarter. 11-12. Mr. White. Miss Putnam.

The study in harmony follows that in methods in high school music, and continues through three terms. Harmony 1 is also given during the fourth term. Harmony is taught both as a science and as an art, and is made the basis for further progress in counterpoint and composition. It is also the foundation for a better understanding of piano and organ music, and a help in learning to read music at sight. Full credit.

13. HARMONY 2. 12 WEEKS.

Same text as in 1. Winter quarter. 11-12. Spring quarter. 10-11. Miss Putnam. Mr. White. Full credit.

14. HARMONY 3. 12 WEEKS.

Spring quarter. 11-12. Mr. White and Professor Pease. Same text as in 1 and 2. 36 weeks credit. An application of harmony study to the piano forte, and a further training in the mental conception of tones in melodies and in chords.

15. COUNTERPOINT. 12 WEEKS.

Text-book: Bridge's and Norris's Counterpoint. Fall quarter. 11-12. Professor Pease.

Counterpoint is given during the fall, winter and spring quarters, and should follow harmony. It includes the five species in two, three and four voices.

16. COUNTERPOINT 2. 12 WEEKS.

Same text-book used as for Counterpoint 1. Winter quarter. 11-12. Professor Pease.

17. COUNTERPOINT 3. 12 WEEKS.

Same text-bok used as for 1 and 2. Spring quarter. 11-12. Professor Pease. Full credit.

18. FORM AND COMPOSITION 1. 12 WEEKS.

Text-books: Stainer's Form in Composition and Anger's Form in Music. Fall quarter. 9-10. Professor Pease.

Composition is continued during the fall, winter and spring quarters, and is the practical application of the previous studies in harmony and counterpoint.

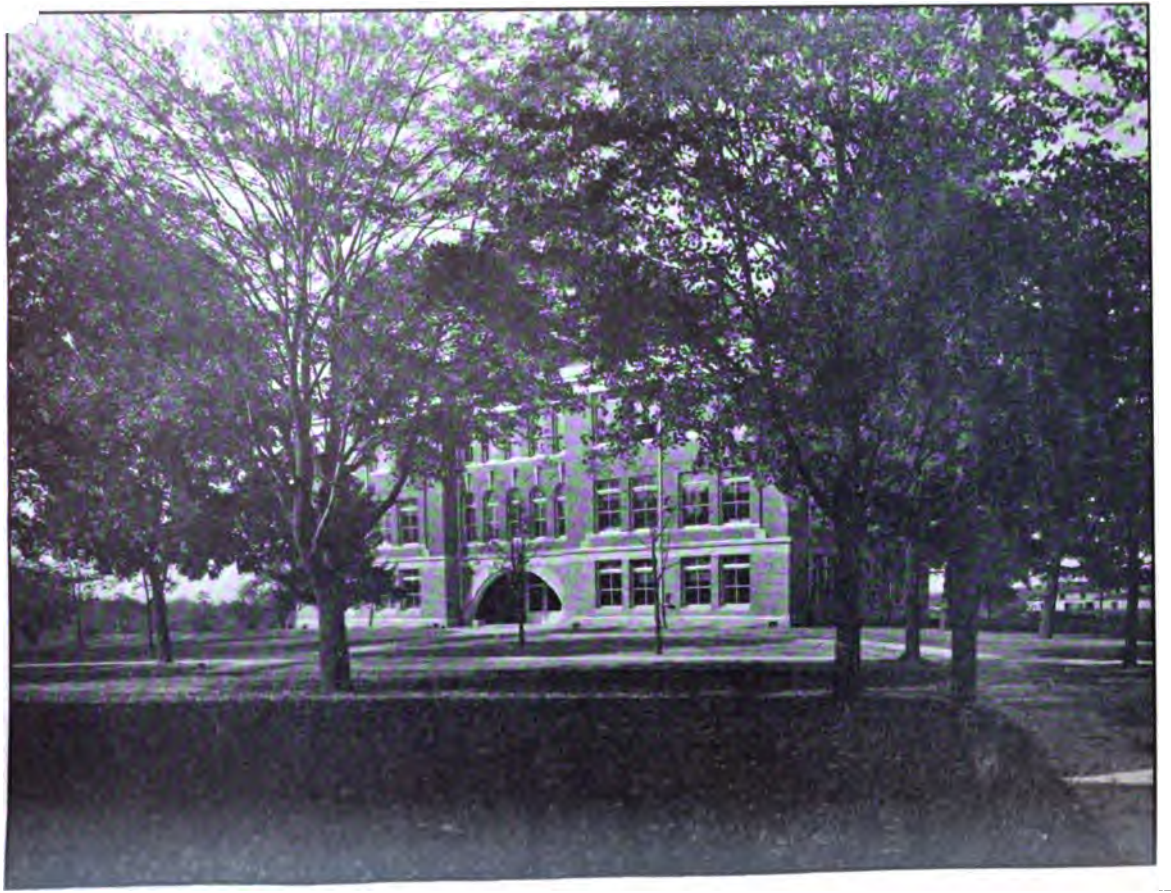
19. FORM AND COMPOSITION 2. 12 WEEKS.
Same text-book as in 1. Winter quarter. 9-10. Professor Pease.

20. FORM AND COMPOSITION 3. 12 WEEKS.
Same text-book as in 1 and 2. Spring quarter. 8-9. Professor Pease and Miss Putnam. Full credit.

DEGREE WORK IN MUSIC

Elements of Music I and II, Voice Culture and Teachers' Music will not be credited in the third or fourth college year.

Students who are specializing in this department may elect courses in counterpoint, musical composition, piano, organ and harmony for the third or fourth college year.



The Science Building

Natural Sciences

PROFESSOR WILLIAM H. SHERZER
MISS JESSIE PHELPS.

MISS MARY A. GODDARD. MR. S. D. MAGERS.

Pupil Assistants—Miss Julia Davis, Miss Nina M. Gage and Mr. Howard Prine.

The opening of the new science building greatly increases the facilities of the department and renders possible a grade of work which could not before be attempted. The laboratory courses in physiology, zoölogy, botany and geology require two hours daily, but into these two periods is intended to be brought *all* the work of the class, including preparation of notes, library assignments, reviewing for quizzes, etc. In the preparatory physiology, structural and systematic botany, these two periods must be consecutive. In the other laboratory classes it is very desirable that the hour preceding, or immediately following, the class hour be left open and this should be done whenever the schedule will possibly permit. Students seeking electives in the department are urged to make their selection early in the year and then note the quarter, or quarters, in which these subjects are offered.

HIGH SCHOOL COURSES

1. PREPARATORY PHYSIOLOGY.

This course is intended as a preparation for the teachers' course in physiology for those who enter with insufficient knowlege of laboratory methods. For graduates of high schools who have had no physiology above the grades the course is counted as an elective and should be taken by such *special* as well as *general* students. The frog is used as a basis for the work. its various structures being dissected and its tissues examined with the

microscope, in order that its physiology may be better understood. Constant reference is made to the human subject, Martin's Human Body (Briefer Course) being used as a text. Two consecutive hours are required. Fall and spring quarters. Room M. Miss Phelps.

2. STRUCTURAL BOTANY.

This course serves as an introduction to the biological sciences and should be taken by all high school graduates whose botanical work was incomplete or unsatisfactory. For such students the course counts as a regular college elective. It teaches the gross and cellular structure of plants, together with their life activities. Special emphasis is laid upon the processes of respiration, starch formation and the part the sun's energy plays in plant life. It includes work with the compound microscope and observational and experimental work in the laboratory. Two consecutive hours. Lectures and quizzes. No text. Fall and winter quarters. Rooms F. & H. Miss Goddard.

3. SYSTEMATIC BOTANY.

This course aims to give the student a general view of the plant kingdom. Typical forms of each group of cryptogams (non-flowering plants) are studied and also of the phanerogams, or flowering plants. A study is made of the winter buds of our common trees and shrubs, noting especially their protective devices and considering their importance. This work is followed by an outdoor study of the more common forest and fruit trees. Attention is given to the morphology of the root, stem, leaf and flower, the subject of fertilization, distribution, etc. Laboratory and field work, lectures and quizzes. Two consecutive hours. Gray's Manual is used for identification. It would be well to precede this by Course 2. Spring quarter only. Rooms F and H. Miss Goddard.

COLLEGE COURSES

4. CRYPTOGAMIC BOTANY.

This is a course in the so-called flowerless plants. A series of typical forms is studied, passing from the algae to the mosses, ferns and equisetum. Special attention is given to the subject of reproduction in the different forms and to alternation of generations. Stress is laid upon the evidence of plant evolution. Laboratory work and lectures, with some field work. No text. Fall quarter only. Rooms F and G. Miss Goddard.

5. PLANT PHYSIOLOGY.

This is a course designed to give the student an opportunity to do individual experimental work in the laboratory, in order that he may become familiar with the handling of laboratory equipment and the setting up of experiments. It deals mainly with advanced physiology, taking up problems of growth, irritability, the nature of stored food, the action of organized and unorganized ferments and the fertility of the soil. A study of cell division is made. This course should be preceded by Courses 2 and 3, or their equivalent. Students who are planning to take chemistry of common life, or other work in chemistry, will find it helpful to do so, if possible, before taking this course. Winter quarter only. Rooms F and G. Miss Goddard.

6. PLANT ECOLOGY.

The work in this course is designed especially for those who received credit in the two elementary courses in botany on entering the Normal, but who desire an additional course to prepare them for teaching the subject. It is also a practical course for those who have taken Courses 2 and 3 in the Normal. A study of plant societies is made, grouping plants according to the amount of light and moisture they require. Attention is given to the structural adaptation to environment and to the habits of plants. Such ecological subjects as cross-pollination and seed distribution receive special attention, stress being laid on their relation to the perpetuation of species. This course will consist largely of outdoor study. A brief time toward its close will be devoted to a discussion of botanical texts and reference books and to the question of high school courses. Spring quarter only. Rooms F and H. Miss Goddard.

7. PLANT EMBRYOLOGY.

The development of calyx, corolla, stamens and pistils will be traced, stress being laid on the formation and growth of pollen grains and ovules. The process of fertilization and the development of the embryo will be carefully studied and explained. The work will be largely microscopical and will include some training in the making of permanent mounts showing sections of various parts of the flower.

This course should be preceded by cryptogamic botany and plant physiology, and biological technique should accompany or precede it. Spring quarter. Hours to be arranged. Room H. Miss Goddard.

8. BOTANICAL PROBLEMS.
This course is open to those who have had plant embryology. Individual problems in plant physiology, morphology or ecology will be assigned each student, the nature of the problem depending upon the materials available, the season of the year, and the student's preference. The laboratory study will be supplemented by library and field work and from time to time each member of the class will report as to methods pursued and results obtained. Hours to be arranged. Fall quarter. Room F. Miss Goddard.

9. ELEMENTARY ZOÖLOGY.
This course is arranged primarily for those whose time and line of work permit them to elect but one quarter of zoölogy. No previous preparation is necessary. The forms studied are those sugested for nature study in the grades. No dissection is done, but the animals are studied as far as possible living and in field. At least one field trip each week will be given. The class work deals for the most part with problems of habit and adaptation, and instruction in the collecting and keeping of such material as the grade teacher uses in her school room. Each student will keep a bird calendar, help set up self-sustaining aquaria and make an insect collection, besides being assigned personal tasks in the laboratory. The forms studied are: Birds; frogs and toads, their eggs and tadpoles; fish; snails and other shelled forms; crayfish; insects, especially the grasshopper, bees, and silkworm; earthworm, habits and use; and fresh-water microscopic forms. Fall and spring quarters. Room M. Miss Phelps.

10. GENERAL ZOÖLOGY 1.
This course lays the foundation for a year's work in zoölogy and will be followed in close sequence by general zoölogy 2, 3 and 4. It seeks therefore to establish the general underlying principles of all life, both of the plant and animal world. To this end it presents to the student the simplest microscopic forms which lie on the border between the animal and plant kingdoms. The make-up and activity of the "life substance," the development of the more complex animals from the simpler ones, are a few of the topics

discussed in informal talks. The specific forms studied in the laboratory are: (1) The microscopic one-celled animals, the protozoans. (2) The hydra, the fresh water jelly-fish of our streams and other related marine forms. (3) The starfish and its near relative, the sea urchin. The development of these forms from the egg will also be studied microscopically by means of preserved material. (4) The growth and development of cells in the skin of the salamander and the white fish embryo.

The course is recommended to beginners in zoölogy who are looking forward to further work; and to students desiring good foundation work in human physiology. No text is used, the whole being presented chiefly by the laboratory method. Fall quarter only. Room M. Miss Phelps.

11. General Zoölogy 2.

Follows General Zoölogy 1, by which, or its equivalent, it must be preceded. Animals next in the scale of complexity are studied in the order of development. General topics such as form of body, adaptation, development of nervous system, etc., wil be presented by informal talks and also by means of some general text. The forms used in the laboratory are: (1) The earthworm. Its peculiar place in the classification of animals and its unparalleled function in agriculture serve as points of departure in the study of its habits and structure. (2) The fresh water mussel, a close relative of the oyster, and the common snails are the mollusks studied. (3) The crayfish or lobster and the crab. (4) Insects. The structure and physiology of the grasshopper or beetle. Winter quarter only. Room M. Miss Phelps.

12. General Zoölogy 3.

This is a continuation of General Zoölogy 2, but is given in such a way as to be open to beginners. The development of the vertebrate type will be presented to the class for the sake of establishing and illustrating the cardinal principles of evolution. The laboratory work consists of: (1) Collecting and preserving of insects, and the study of the development of the silk moth from the egg. (2) Lowest vertebrates (Amphioxus, Petromyzon, Perch). (3) The frog, development, structure and physiology. About half the time of the course will be given to the study of the frog. Especial attention will be devoted to the circulatory

and muscular systems with the desire to supplement the physical training courses. Spring quarter only. Room M. Miss Phelps.

13. GENERAL ZOÖLOGY 4.

This follows in natural sequence 1, 2, and 3. It must be preceded by 3 or its equivalent; by 1 and 2, or preparatory physiology as given in the department. It is designed to accompany or precede Teachers' Physiology in that it deals with the higher vertebrate forms. The laboratory work consists of the dissection of a bird and some small mammal. Especial emphasis will be placed on the nervous systems with the aim of supplementing the work in psychology. Winter quarter only. Room M. Miss Phelps.

14. BIOLOGICAL TECHNIQUE (a) 6 WEEKS' CREDIT.
" " (b) 12 " "

These courses are offered to students who are preparing to teach the biological sciences, or who desire special practice in manipulating laboratory instruments and material. They must be preceded by at least one quarter's laboratory work in both zoölogy and botany. Practice will be given in collecting, preserving and mounting microscopic animal and plant material; in cutting and mounting microscopic sections used in zoölogy, botany and physiology, such as: sections of bone, muscle, leaf, stem, etc.; in making anatomical preparations of zoölogical material for class demonstrations, such as: the injecting and dissection of the vascular systems of a similar series, the mounting of skeletons, etc.

The course may be elected as a six weeks or a twelve weeks' course. Biological Technique (a) requires five hours in the laboratory each week. Biological Technique (b) requires ten hours per week. Pupils will be asked to provide their own slides, covers and boxes. Winter quarter only. Room M. Miss Phelps.

15. HISTOLOGY OF ANIMAL TISSUES.

This course gives laboratory instruction in the study of the microscopical structure of the various tissues of amphibian and mammalian forms, and lecture and text book work on the development and general cellular activities of the tissues. The work must be preceded or accompanied by Biological Technique. Winter quarter. Hours to be arranged. Room M. Miss Phelps.

16. EMBRYOLOGY OF VERTEBRATES.

The basis of this course will be laboratory work in the embryology of the chick. Beginning with the undeveloped hen's egg the changes of the embryo as incubation proceeds will be studied microscopically by means of sections prepared by the students. The origin and development of all the chief organs, circulatory, digestive, nervous, reproductive, etc., will be studied in detail. Comparison of the embryo of other vertebrate forms, especially man, will be made by lectures and reference reading.

Open to those students who have had at least four quarters' work in zoölogy. Spring quarter. Hours to be arranged. Room M. Miss Phelps.

17. BIOLOGICAL THEORIES.

Biological Theories is a round table course for the free discussion of the methods and theories of the leading classic and modern authorities in the biological sciences. The subject matter will be taken up historically by means of one or two treatises, together with much collateral reference work. The doctrine of evolution, the theory of natural selection, Weismannism, and the vital energy theory are some of the subjects which will be considered.

Open to those students who have had at least six quarters' work in biology (botany, zoölogy and physiology). Winter quarter. Hour to be arranged. Room M. Miss Phelps.

18. TEACHERS' PHYSIOLOGY.

This being a college course, a broader view and a deeper insight is intended than is possible in the high school work which is supposed to have preceded it Students who have not had courses in chemistry, botany and zoölogy, but purpose to take them, are therefore recommended to do so before electing this course. The course is given by means of lectures, demonstrations and experiments. As much as one period per week will be devoted to laboratory work on the part of the students. Especial emphasis is being laid on hygiene, sanitation and contagious diseases. Thornton's Human Physiology is used as a reference. Room K. Each quarter. Mr. Magers.

19. ADVANCED PHYSIOLOGY.

A course for students who have completed the Teachers' Physiology and have had such training in physics and chemistry as will enable them to set up apparatus and per-

form experiments demonstrating the causes of physiological phenomena. It will include the usual laboratory experiments showing the action of nerve, muscle and blood tissues, the circulatory, respiratory and digestive organs. Especial laboratory study will be made of the organs of the special senses, not only with a view to determine their structure, functions and hygiene, but also methods of ascertaining the nature and extent of defects in these organs. The Training School will afford excellent opportunities for making such examinations and keeping the records showing the effects of these deficiencies on school work. An aid to child study.

The course will include six hours' laboratory work and two hours' class work per week. Winter term. Room L. Mr. Magers.

20. PRIMARY NATURE STUDY.

This course is designed for those who will teach in the elementary schools, or who will supervise such teaching. It is very largely a lecture course. The principles of natural selection and the doctrine of evolution are discussed as they relate to plants, animals and the child. The purposes of nature study, the principles of method and a detailed primary course are presented. Devices for the keeping of live material in the school room are exhibited in operation and described. Each quarter, with an abridged course during the summer session. Room K. Professor Sherzer.

21. MINERALS AND ROCKS.

This is a practical course in the study of our common minerals and rocks. Blowpipe methods and simple chemical manipulation are taught. Individual collections are made from the field, identified and catalogued. Especial attention is given to Michigan minerals, their occurrence, formation and economic importance. An elementary knowledge of chemistry will be found helpful. Fall quarter only, with an abridged course during the summer session. Rooms A and G. Professor Sherzer.

22. DYNAMICAL GEOLOGY.

This course is intended to give some idea of the agencies which have determined the shape and character of the earth's surface, and which are still at work in modifying it. These are classified under the following heads: Atmospheric, aqueous, organic and ingeneous agencies. The work

consists of recitations, reports upon special topics, lectures and field lessons. The lantern and collection of photographs are made much use of throughout the course. Brigham's Geology is used as a text. Winter quarter only. Room A. Professor Sherzer.

23. HISTORICAL GEOLOGY.

A close study of the evolution of the earth and its inhabitants by means of lectures, reading, recitations and museum work upon fossil forms. Previous work in botany, zoölogy and dynamical geology is desirable. The gelogical column is taken up in order and brought down to the historic period. The character of the rocks is studied, thickness, home and foreign localities, their teachings, economic products and forms of life. Especial attention is given to the structure of our own state, a geological map and sections being prepared by each student. Spring quarter only. Rooms A and C. Professor Sherzer.

24. GLACIAL GEOLOGY.

In this course there is attempted a detailed study of the formation, distribution, structure, characteristics and geological activity of existing glaciers and ice sheets. The direct and indirect effects of the great ice movements across the State of Michigan are carefully studied, and the moraines, ancient beaches and glacial lakes are mapped. An effort is made to have the pupil appreciate as fully as possible the extent to which this glacial history still affects the lives of Michigan people. Lectures, library and laboratory work with field observations. The course should be preceded by dynamical geology and a year's work in physics. Spring quarter. Room A. Professor Sherzer.

25. PALAEONTOLOGY.

This is a practical laboratory and museum course upon the more important types of animals and plants which have characterized the various ages of the world's history. The various methods of preparing such material for external and internal study will be learned, and some practice had in collecting fossils from such localities as can be reached by the student. Hours to be arranged. The course must be preceded by at least a year's work in geology, zoölogy and botany. Rooms B and C. Fall quarter. Professor Sherzer.

26. DEPARTMENT TEACHING.

The opportunity is offered to a limited number who are looking forward to high school work, to assist in the management of some of the regular laboratory classes. Each such pupil gains experience in giving individual assistance in the laboratory, in the inspection of notes and drawings, the collection and preparation of material, the setting up of experiments, and the presentation to the class of certain selected topics. Opportunity is afforded a few to teach regularly in the high school classes of the Training School.

DEGREE COURSES

For work of the last two college years the courses in preparatory physiology, structural and systematic botany, elementary zoölogy, primary nature study and teachers' physiology are not accepted. Special students in the department may elect any of the other courses which have not already been used in securing their life certificates. General students may also elect from this list upon the advice of the head of the department.

SPECIAL STUDENTS

Students of special aptitude in the natural sciences and with some successful experience in teaching are invited to make application for enrollment as special students of the department, after one or more subjects have been completed. A limited number of such students will be accepted, only as many as there is reasonable hope of locating in our Michigan high schools. A "Nature Study Club," composed of such students and the the department corps of teachers will be maintained for the purpose of conducting special investigation and securing evening lectures of a more or less popular type.

The
Gymnasiu

Physical Education

The courses offered in this department constitute two groups:

(a) Practical Courses. Here classes for men and women are separate, special suits are required, and no credit is given.

(b) Professional Courses, consisting of lectures, recitations, etc., open to both men and women, and credited as in case of any academic subject.

MEN'S DEPARTMENT

PROFESSOR WILBUR P. BOWEN.

Four terms of practical work are required of all students before graduation. Two of the four terms of required work may be done in athletics.

All students are required to wear the regulation suit and attend classes regularly. The suit, costing $3.00 to $5.00, involves the only expense demanded by the practical work.

Each student is examined on beginning practical work, no effort being spared to insure that benefit shall always result from the exercise, and to prevent any injury. Students physically unfit at any time for any part of the work are excused from the same during the period of disability.

Those excused observe the work of the classes and are held responsible for an acquaintance with the exercises for purposes of teaching.

1. PHYSICAL TRAINING 1, FOR MEN. 12 WEEKS.

   Course 1 is required of all students. Elementary Swedish gymnastics and gymnastic games, including basket-ball. Six lectures on personal hygiene. Fall and winter quarters. Professor Bowen.

2. PHYSICAL TRAINING 2, FOR MEN. 12 WEEKS.

   Course 2 presupposes Course 1. Dumb-bell and wand exercises. Track and field events. Four lectures on personal hygiene. Fall and spring quarters. 4-5. Professor Bowen.

3. PHYSICAL TRAINING 3, FOR MEN. 12 WEEKS.

Course 3 presupposes Course 1. Indian club exercises and marching. Four lectures on personal hygiene. Spring quarter. 3-4. Professor Bowen.

4. PHYSICAL TRAINING 4, FOR MEN. 12 WEEKS.

Presupposes Course 1. Work on apparatus, including pulleys, horizontal bar, parallel bars, climbing apparatus, ladders, horse, flying rings, traveling rings, and tumbling. Four lectures on bodily development. The work is largely individual and not limited to any definite grade, so that the course may be repeated with profit. Fall, winter and spring quarters. 11-12. Professor Bowen.

Athletics.

This work, conducted by Professor Bowen and his assistants, is intended to give prospective teachers systematic instruction in this branch of Physical Education, looking towards the supervision of such work in schools. Each course is accompanied by four lectures on professional and practical phases of the subject.

1. Football. Fall quarter. 4-6.
2. Basket Ball. Winter quarter. 4-6.
3. Base Ball. Spring quarter. 4-6.
4. Track and Field Events. Winter and Spring.

WOMEN'S DEPARTMENT

MRS. FANNIE CHEEVER BURTON.
MISS INEZ CLARK.

Four terms of practical work are required of all students before graduation. This includes the first three terms, together with Course 4, 5 or 6 at student's option. For the three years' certificate the first three terms are required.

All students doing practical work are required to wear the regulation suit and attend classes regularly. This suit, costing about $5.00, includes all the expense demanded by the practical work. (Students find it less expensive and more desirable to sesure suits after reaching here.)

Each student is examined before beginning work, to ascertain her special deficiencies and needs, as regards development, and a medical examination is also given, no effort being spared to insure that benefit shall always result from the exercise, and to

prevent any injury. Students physically unfit at any time for any part of the work are excused from the same during the period of disability. Those thus excused observe the work of the class, and are held responsible for acquaintance with the work.

1. PHYSICAL TRAINING 1. 12 WEEKS.

   Course 1 is required of all students. Elementary Swedish gymnastics and gymnastic games, with lectures on posture, personal hygiene and Swedish gymnastics.
   Summer quarter. 8-9. Miss Clark.
   Fall quarter. 8-9, 9-10, 10-11, 11-12, 2-3, 3-4. Mrs. Burton and Miss Clark.

2. PHYSICAL TRAINING 2. 12 WEEKS.

   Course 2 presupposes Course 1. Wand and dumb-bell exercises, marching, running and basket ball.
   Winter quarter. 8-9, 9-10, 10-11, 11-12, 2-3, 3-4. Mrs. Burton and Miss Clark.

3. PHYSICAL TRAINING 3. 12 WEEKS.

   Course 3 presupposes Course 1 and preferably Course 2. Indian club exercises with individual assigned work on apparatus, fancy steps and basket ball.
   Spring quarter. 8-9, 9-10, 10-11, 11-12, 2-3, 3-4. Mrs. Burton and Miss Clark.
   Fall quarter. 4-5. Miss Clark.
   When Courses 1 and 2 and 3 are finished, Courses 4, 5 and 6 may be taken in any order.

4. PHYSICAL TRAINING 4. 12 WEEKS.

   Advanced work in Swedish gymnastics, fancy steps and basket ball, with lectures on progression in Swedish gymnastics, arrangement of lessons, manner of teaching, etc., and practice in teaching exercises to individuals and small squads.
   Summer quarter. 10-11. Miss Clark.
   Fall quarter. 11-12, 2-3. Mrs. Burton.

5. PHYSICAL TRAINING 5. 12 WEEKS.

   Indian clubs, dumb-bells, bounding balls and professional training in the teaching of the same.
   Winter quarter. 11-12, 2-3. Mrs. Burton.

6. PHYSICAL TRAINING 6. 12 WEEKS.

   Grace hoops, wands, Indian clubs and military marching, and professional training in the teaching of the same.
   Spring quarter. 11-12, 2-3. Mrs. Burton.

7. PHYSICAL TRAINING 7, 8 AND 9. 12 WEEKS.

Advanced military marching, æsthetic gymnastics, minuets and fancy club swinging.

The work is varied to meet the needs of the classes.

Fall, winter and spring quarters. 4-5. Mrs. Burton.

These advanced courses are open only to those who have had two years' work, or, having done especially strong work for a shorter time, are permitted to do so by the director.

PROFESSIONAL COURSES

1. TEACHERS' COURSE IN PHYSICAL EDUCATION. 12 WEEKS.

The place of Physical Training in Education, the leading systems, plays and games, corrective exercises, general effects of exercise, the selection of exercises for different grades, methods of teaching, etc. Fall, winter, and spring quarters. 2-3. Summer term. 7-9. Professor Bowen.

2. PHYSIOLOGY OF EXERCISE. 12 WEEKS.

Lectures, laboratory work, and reading upon the following subjects: Mechanics of Bodily Movement, Properties of Muscle and Nerve, Effects of Exercise, Special Problems in Physical Education. Winter quarter. Professor Bowen.

3. HISTORY AND LITERATURE OF PHYSICAL EDUCATION. 12 WEEKS.

Spring quarter. Professor Bowen.

4. TEACHING. 12 WEEKS.

Professor Bowen or Mrs. Burton.

DEGREE WORK IN PHYSICAL EDUCATION

Practical Courses in Physical Training will not be credited on the work of the third or fourth college year.

Students who are specializing in this department may elect professional Courses 2 and 3 for the third of fourth college year.

Students who are not specializing in this department may elect professional courses 1, 2 and 3 for the third or fourth college year.

The Physical Sciences

PROFESSOR E. A. STRONG.

MR. FRANK MELLENCAMP. MR. B. W. PEET.

MR. A. E. PARKINS.

HIGH SCHOOL COURSES

All rooms in the new science building.

1. PHYSICS 1. A course in the mechanics of solids and fluids, richly demonstrative, supplemented by laboratory work, and reinforced by abundant problems and exercises. This is regarded as the fundamental subject in physics, and is assigned to all whose preparation in this subject has been incomplete. Follows a good course in algebra and plane geometry. Every term. Daily, with laboratory work. Mr. Mellencamp. Rooms 6 and 11.

2. PHYSICS 2. An elementary course in sound, heat and light, with abundant demonstrative and laboratory work. Like the preceding course it uses the graphical method freely, and employs the processes of algebra and geometry constantly. Daily, with laboratory work. Follows Course 1 or 3. Mr. Mellencamp. Rooms 6 and 11. Twice a year.

3. PHYSICS 3. Magnetism and electricity. A full demonstrative course, with students' table work, mainly in electrical measurements. Follows Courses 1 or 2 above. Daily. Mr. Mellencamp. Room 6. Twice a year.

4. CHEMISTRY OF COMMON LIFE. 12 WEEKS.

A brief popular course in the elements of inorganic and organic chemistry for the benefit of teachers in the grades who are not able to take more extended work. It is also designed for those students who desire to understand chemical allusions in other subjects of study, and to know something of the chemistry of daily life. No previous knowledge of chemistry is necessary. Those students desiring a somewhat complete course in chemistry should elect Chemistry 1, 2 and 3. Room 14. Mr. Peet. Winter term.

5. CHEMISTRY 1. 12 WEEKS.

A study of the non-metals, hydrogen, oxygen, nitrogen, chlorine, and their principal compounds; the gas laws and laws of chemical action; atomic theory, and the chemical equation. Lectures, with laboratory and text-book work. The laboratory hours are to be arranged with the instructor. Rooms 14 and 18. Fall term. Mr. Peet and Mr. Parkins.

6. CHEMISTRY 2. 12 WEEKS.

A study of the element carbon, some of the simpler compounds of carbon, molecular formulas, valence, periodic law, chlorine group, sulphur, nitrogen group, carbon group, dissociation theory, with a few lessons in organic chemistry. It is a continuation of Chemistry 1, and completes the study of the non-metals. The additional laboratory hours are to be arranged with the instructor. Rooms 14 and 18. Winter term. Mr. Peet and Mr. Parkins.

7. REVIEW OF PHYSICS.

If called for by a sufficient number a twelve weeks' reviewing course in Physics will be offered during the fall and spring terms, without credit, for the sake of those who wish to remove a condition in the department, or to prepare for the county examinations. Professor Strong. Room 6.

COLLEGE COURSES

1. GENERAL ASTRONOMY. 12 WEEKS.

This has reference to teachers who desire to prepare to teach nature-study in the grades. Three days a week, with abundant laboratory and observatory practice. The course is mainly a practical one, but incidentally a small text-book is mastered, and the history and literature of the subject entered upon. Fall and spring terms. Professor Strong. Rooms 1 and 25.

2. CHEMISTRY 3. 12 WEEKS.

A study of the metals, largely a laboratory course, requiring two hours' work daily and instruction twice a week. After the student has determined in the laboratory the characteristic properties of a few of the metals, he devises a scheme for their separation, and uses this scheme in the analysis of "unknowns." This plan is continued until all the common metals are studied, their characteristic properties determined, and a complete table of analysis compiled. In connection with this work, instruction is given in the metallurgy of the common ores. Graduates of approved schools may elect this course. Rooms 14 and 18. Fall and spring terms. Mr. Peet.

3. CHEMISTRY 4. QUALITATIVE ANALYSIS. 12 WEEKS.

This is a study of the analysis of the common metals. It begins with work on blowpipe analysis, a review of the table of the separation of the metals and a study of the characteristic properties of the acids. This is followed by the analysis of "unknowns." The modern theory of ionic dissociation is taught and used in connection with the reactions involved in the student's laboratory work. It is a laboratory course calling for two hours' work daily. Rooms 13, 14 and 16. Winter term. Mr. Peet and Mr. Parkins.

4. CHEMISTRY 5. QUANTITATIVE ANALYSIS. 12 WEEKS.

This is a laboratory course requiring two hours' work daily. The class also meets twice a week for quiz and instruction. The work is both gravimetric and volumetric, the gravimetric portion including the determination, in simple compounds, of the common metals and acid anhydrides, and the volumetric work including the preparation of standard solutions, the determination by alkalimetry, of a few of the common acids and alkalies, and the determination of the elements, iron, calcium and iodine by methods of oxidation and reduction. Students get practical work in making up solutions for the laboratory.

Spring term. Mr. Peet.

5. CHEMISTRY 6. ORGANIC CHEMISTRY.

Follows Chemistry 1, 2 and 3. May be taken by students who have had a year of inorganic chemistry in a high school with full laboratory work. Embraces the study of the carbon compounds and of the more important and interesting products of plants and animals. Fall term. Mr. Peet.

6. CHEMISTRY 7. ELEMENTARY THEORETICAL AND PHYSICAL CHEMISTRY. 12 WEEKS.

This course must be preceded by Chemistry 1, 2, 3 and 4. The fundamental laws and theories of chemistry are discussed and laboratory determinations made of molecular weights by standard methods. Spring term. Mr. Peet.

7. PHYSICS 4, OR ADVANCED PHYSICS.

Electricity and magnetism. An advanced course in which the history of electrical theory and electrical discovery are strongly emphasized. Follows Physics 1, 2 and 3, or an approved course in a high school. Also follows or is concurrent with trigonometry. Fall term. Four times a week. Professor Strong. Rooms 1 and 3.

8. PHYSICS 5, OR ADVANCED PHYSICS 2.

A demonstrative and mathematical course in advanced mechanics. Follows Physics 1, 2 and 3, or an equivalent high school course, and a good course in trigonometry. Calculus also useful. Winter term. Professor Strong. Rooms 1 and 3.

9. PHYSICS 6, OR ADVANCED PHYSICS 3.

Sequence as in the preceding case. An advanced demonstrative course in acoustics and optics. Spring term. Professor Strong. Rooms 1 and 3.

10. ADVANCED ASTRONOMY, OR ASTRONOMY 2.

A course in mathematical and instrumental astronomy, mainly practical, in which an attempt is made to gain a somewhat expert use of the sextant, equatorial and astronomical transit. Requires Astronomy 1, or an equivalent high school course, and plane and spherical trigonometry. Winter or spring term. Twice a week with additional laboratory and observatory practice. Professor Strong. Rooms 24 and 26.

11. SECONDARY NATURE STUDY.

A course in the history and philosophy of nature study in the advanced grades. Four times a week and library and laboratory work. Every term. Professor Strong. Rooms 1 and 4.

12. PHYSICAL LABORATORY PRACTICE.

A practical teachers' course in the laboratory method and laboratory appliances. Is also used as a review course in physics for those who need such a review and a laboratory course for those who have had a good text-book course but inadequate laboratory facilities. Follows Physics 1, 2 and 3. Daily. Every term. Mr. Mellencamp. Room 11.

13. ADVANCED LABORATORY PRACTICE.

Should be taken instead of the preceding by those who have had or are taking Advanced Physics. Mainly a practical course, with lectures upon the laboratory method. Spring or winter term, alternating with Advanced Astronomy. Daily. Professor Strong. Room 3.

14. PHYSICAL TECHNICS, OR LABORATORY ECONOMY.

A course in the installation of laboratories and laboratory equipment. Lectures and practical work in making, selecting, testing and repairing apparatus. Includes also brief courses in manifolding, glass working, blue printing, lanterning and the manufacture of apparatus. Follows, or may be taken along with, chemistry and advanced physics. Fall term. Daily. Professor Strong. Rooms 11 and 12.

15. ADVANCED THEORETICAL OPTICS.

Drude's Theory of Optics, or an equivalent. Requires Courses 6, 7 and 8 above; also a working knowledge of the calculus. Winter term. Professor Strong.

16. ADVANCED PRACTICAL OPTICS.

This course may be taken instead of the preceding by those who are prepared for it. Mann's Advanced Optics will be used with Drude as a reference book. Professor Strong. Winter term.

Students wishing to specialize in this department will arrange their work during the junior year with the head of the department. In case physics and chemistry have been completed in an approved high school course, the following subjects will be required: Physics 5, Physics 6, Chemistry 3, Chemistry 4, Astronomy, Secondary Nature-Study, and Advanced Laboratory Practice.

DEGREE WORK IN PHYSICAL SCIENCES

Courses entitled High School Courses in the above list, and 1, 2, 11 and 12 of the College Courses, will not be credited on the work of the third or fourth college year.

Students who are specializing in this department may elect Courses 4 or 5 and 6, if their specialization for the Certificate Course has been largely physical or, otherwise, Courses 8, 9, 12, or 14 for the third or fourth college year.

Those who are not specializing may elect any college course, except as above named, for the third or fourth year.

Distinctively fourth year courses are 5, 6, 10, 15 and 16.

Psychology and Education

PSYCHOLOGY AND PEDAGOGY

PROFESSOR DANIEL PUTNAM, EMERITUS PROFESSOR.
PROFESSOR SAMUEL B. LAIRD.
Assisted by PROFESSOR DIMON H. ROBERTS.

1. PSYCHOLOGY 1. 12 WEEKS. (REQUIRED.)
   Elementary work. Texts: Titchener's Primer of Psychology, Putnam's Text-book of Psychology. Fall, spring and summer quarters. 8-9, 9-10, 10-11, 11-12. Rooms 25 and 26. Dr. Putnam, Professor Laird, Professor Hoyt.
2. PSYCHOLOGY 2. 12 WEEKS. (REQUIRED.)
   Complete text, besides taking the following subjects in child study: Hygiene of special senses, nervousness, fatigue, sensory and motor training and adolescence. Texts: Titchener's Primer of Psychology, Putnam's Text-book of Psychology. Rowe's Physical Nature of Child. Fall and winter quarters. 8-9, 9-10, 10-11, 11-12. Rooms 25, 26. Professor Laird, Professor Hoyt.
3. GENERAL METHOD. 12 WEEKS. (REQUIRED.)
   Must be preceded by Psychology 1 and 2. The purpose of this course is to give as broad a knowledge as possible of the fundamental principles of teaching. Especial attention is given to the following subjects: The various aims and meaning of education; educational values and the common school course; a careful investigation of the principle of apperception and its application to school-room instruction; a study of interest and its educational value; investigation and discussion of the various theories of concen-

tration; the "culture epoch" theory in its relation to interest and concentration, with criticisms; a critical study of the inductive-deductive process of teaching; promotion and grading. Fall quarter. 8-9. Winter quarter. 8-9. Spring quarter. 8-9, 9-10, 10-11, 11-12. Professor Roberts, Professor Laird and Professor Hoyt.

4. ADVANCED PSYCHOLOGY. 12 WEEKS. (REQUIRED.)
The purpose of this course is to do intensive work in some subjects not discussed at length in Courses 1 and 2. Room 25. Text: Stoutt's Manual of Psychology. Fall quarter. 2-3.

5. LOGIC. 12 WEEKS. (REQUIRED.)
The purpose of this course is to become familiar with the forms of thought, and apply the principles in examples taken from argumentative discourse. Room 25. Text: Creighton's Logic. Winter quarter. 2-3.

6. ETHICS. 12 WEEKS. (ELECTIVE.)
This course will deal with the common ethical problems. Room 25. Spring quarter.

Degree Work in Psychology

Candidates for the degree of B. Pd. will be required to take one quarter's work in each of the following subjects:

Advanced Psychology and Logic.

Courses in Psychology 1 and 2 will not be credited on the work of the third or fourth year.

Students who are not specializing in this department may elect a course in Ethics for fourth year work.

HISTORY AND SCIENCE OF EDUCATION

PROFESSOR C. O. HOYT.

1. HISTORY OF EDUCATION 1. 12 WEEKS.
A study of pre-Christian education. Special emphasis will be placed on Grecian education. Text: Cubberley's Syllabus. Fall, winter and spring quarters. 8-9. Room 26. Professor Hoyt.

2. HISTORY OF EDUCATION 2. 12 WEEKS.
The history of modern education from the time of Comenius. Text: Cubberley's Syllabus. Fall, winter and spring quarters. 9-10. Room 26. Professor Hoyt.

Students are required to take but one course in History of Education, and may choose either course, but it must be preceded by the courses in psychology and general method.

3. SCHOOL SUPERVISION. 12 WEEKS.
A study of the history and problems of supervision. (1) The qualifications of the superintendent; (2) his relations and functions. This course is required work for the third college year. Spring quarter. 11-12. Room 26. Professor Hoyt.

4. PHILOSOPHY OF EDUCATION. 12 WEEKS.
A consideration of the fundamental problems of education in their relation to civilization. This course is required work for the fourth college year. Spring quarter. 2-3. Room 26. Professor Hoyt.

5. HISTORY OF PHILOSOPHY. 24 WEEKS.
A historical survey of the great philosophical problems, with special emphasis upon modern times. This course may be elected in the fourth college year. Fall and winter quarters. 2-3. Room 26. Professor Hoyt.

Degree Work in History and Science of Education

The courses in History of Education will not be credited on the work of the third or fourth college year. History of Philosophy and Philosophy of Education are distinctively fourth-year courses, the former being elective, the latter required.

Reading and Oratory

PROFESSOR J. STUART LATHERS.
MISS MABEL EAGLE.

The work of the literary societies and debating clubs is done under the direction of the head of this department.

Specializing courses in this department are offered in connection with either the English department or the department of Physical Training.

PREPARATORY COURSE

1. READING AND ORTHOEPY.
   A study of the correct use of diacritical marks and the intelligent use of the dictionary with practice in oral reading.
   Fall, winter and spring quarters. 2-3. Room 51. Miss Eagle.

COLLEGE COURSES

2. TEACHERS' READING.
   The aim of this course is preparation for the teaching of reading. It consists of a study of the elements of vocal expression, and the steps essential to a systematic course of reading in the grades.
   Fall, winter and spring quarters; three sections: 9-10, 10-11, 3-4. Room 51. Professor Lathers and Miss Eagle.
3. ELOCUTION 1.
   Vocal exercises; study of sources of power in speaking and of the vocal elements, quality, force, time, and pitch; preparation and delivering of classic selections.
   Fall, winter and spring quarters. 11-12. Room 51. Miss Eagle.

4. ELOCUTION 2.

Study of vocal technique and expression through action. This course aims to make a careful literary analysis of selections from the best literature, and, through stimulating the thinking process, to make the thought and feeling dominate voice and action.

Fall and winter quarters. 1-2. Room 50. Professor Lathers.

5. ORATORY.

Study of masterpiece orations, theory of the oration and sources of the orator's power, writing and delivering of one oration, and recitation of standard selections.

Spring quarter. 11-12. Room 51. Professor Lathers.

6. SHAKESPEAREAN READING.

Study of the principles of Shakespeare's versification, and an examination of the plots and characters of the drama as they bear upon the vocal expression of the selections. Studies will be made of passages from Hamlet, Macbeth, Julius Caesar, Merchant of Venice and Midsummer Night's Dream.

Fall, winter and spring quarters. 11-12. Room 50. Professor Lathers.

DEGREE WORK IN READING AND ORATORY

Courses 1 and 2 will not be credited on the work of the third or fourth college year.

Students specializing in this department should complete all of the above courses before the third college year.

Students specializing in this department may elect Courses 3, 4, 5 and 6 in the third college year.

The Training School

Training School

Faculty of the Training School

DIMON H. ROBERTS, A.M., SUPERINTENDENT.

HESTER P. STOWE,
Kindergartner

MARGARET E. WISE,
Critic Teacher, First Grade

ADELLA JACKSON,
Critic Teacher, Second Grade

ABIGAIL LYNCH,
Critic Teacher, Third Grade

HARRIET M. PLUNKETT, B.S.,
Critic Teacher, Fourth Grade

*MARY M. STEAGALL
Critic Teacher, Fifth Grade

ELLA M. WILSON,
Acting Critic Teacher, Fifth Grade

ABIGAIL ROE,
Critic Teacher, Sixth Grade

MATTIE A. MARTIN, A.B.,
Critic Teacher, Seventh Grade

ALMA TUTTLE, A.B.,
Critic Teacher, Eighth and Ninth Grades

ELEANOR A. THOMAS,
Assistant Critic Teacher, Eighth and Ninth Grades

CLYDE E. FOSTER,
Supervisor of Music

BERTHA GOODISON,
Supervisor of Drawing

ALICE I. BOARDMAN,
Supervisor of Manual Training

ANNETTE F. CHASE,
Supervisor of Domestic Science and Art

PURPOSE AND PLAN

The leading purpose of this school is to afford an opportunity to the student for both observation and practical work in the school room. It is here that theory and practice meet, and consequently the work in this department should test in a very large measure the ability of the teacher to do successful work in the public schools of the state. As far as possible the aim is to make the school fulfill a double function in being both a model and a

*Absent on leave.

training school. An attempt is made to keep abreast of the times in all that pertains to the interests of the children who constitute the school. Special attention is given to planning and execution, the keeping of school records, and the general management of a grade room. All work is done under the immediate supervision of expert critic teachers and under the general direction of the superintendent, who is the executive of the department.

The course of study is continuous through kindergarten, primary, intermediate and grammar grades, and the first two years of high school work, making it possible for Training School pupils to enter the regular four years' life certificate course (see p. 42).

While the school was established primarily for the purpose of training teachers, yet the principle is maintained that the interests of the pupil are the most important consideration; and it is believed that whatever advances the well being of the child best serves the purpose for which the school was created.

The pupils enrolled come from the city and surrounding country. Tuition is free to all, and the school is gradually working toward the free text-book system. At present nearly all supplies are furnished in the lower grades; and, in the higher grades, pupils are required to furnish only such books as represent the more formal work.

All applications for admission of new pupils should be made at the office of the superintendent. Those entering from other schools will facilitate matters by bringing with them letters of transfer, records, or promotion cards.

Children are admitted to the kindergarten between the ages of four and six years, but may not be admitted to the first grade before the age of six. Promotion will take place regularly three times a year at the opening of each school term, thus making it possible to begin the work of a grade in September, January and April. By this plan the system of promotion is made more flexible, inasmuch as each grade contains three sections separated from one another in time by one-third of the school year.

STUDENT TEACHING

All work in observation and student teaching must be done during the second year of the life certificate course, except in the case of those who are to take a limited certificate. Under the latter condition the Training School practice and observation may be made a part of the last full quarter's work.

Under the present arrangement of the college year the teaching quarters will be the fall, the winter, and the spring. *Carefully note the following*:

1. All students must have completed the courses in psychology, 1, 2, and general method before entering upon the work of this department.

2. At least three of the fundamental teachers' courses in the common branches must be successfully passed, and all conditions and failures in academic or professional subjects vital to success must be removed before students are admitted for observation or teaching in the training school.

3. Students are not permitted to take more than two subjects in college in addition to the regular training school work.

4. The number of student teachers doing work in the department during any one quarter will be limited approximately to one-third the membership of the senior class.

5. The amount of teaching and observation required will be two hours per day, during one quarter. Each of the hours in the training school counts the same as an academic subject and is entitled to as much time for outside preparation.

6. All assignments for work in the training department and changes in the same are made by the superintendent.

7. By special arrangement with the superintendent and the head of any college department students may elect one-half of their teaching in the preparatory department.

8. All students classifying for work in the training school must reserve the hour from 3 to 4 for criticism.

9. The work in the training school consists of teaching, observation, making subject and lesson plans, assisting the critic teachers in various ways, making written reports, attending critic and general meetings, and becoming familiar with the course of study and workings of the school.

HOURS FOR TEACHING

The hours in the training school are from 8:30 to 11 for the kindergarten, first and second grades; and from 8:30 to 11:30 for the other grades. In the afternoon all grades except the kindergarten are in session from 1 to 3. The half hours before 9 and after 11 o'clock are reserved for critic teachers.

SUBJECT PLANS

In order that the work in the training school may be systematically planned and executed, the student teacher is required to make and submit subject plans based upon the scope or extent of the material included in the general notion involved.

The critic teacher will direct the time and manner for their use.

LESSON PLANS

For the more specific work of daily recitations, carefully prepared lesson plans in accordance with the general spirit of the natural steps of instruction are required from each student teacher.

OBSERVATION

One of the most important features of the work in the training school is the observation of the method and management of the schoolroom. Carefully prepared outlines are placed in the hands of the student teacher, in accordance with which written reports are made at various intervals under the direction of the superintendent and critic teachers. These outlines deal with the mechanical management of a grade and practical schoolroom psychology and child study; such as attention and interest, discipline, perception and apperception, imagination, memory, suggestion, imitation and habit, the lesson as a whole, together with a careful study and characterization of the individual children composing any given class.

At least once a week a carefully planned illustrative lesson is conducted by each critic teacher in the presence of the student teachers of the grade. A printed plan is placed in the hands of the student teachers, and the criticism period of that day is devoted to a discussion of the plan, the method employed, and results attained.

CRITIC TEACHERS

Each critic teacher has charge of a grade, devotes a part of her time to the teaching of the same, supervises the work of the student teachers, and observes and makes needed reports to the superintendent of the department.

The amount of teaching done by the critic varies as the interest and work of the school demand her personal efforts. For two weeks at the opening of each quarter, the instruction is ex-

clusively in her hands. She does the teaching each day during the periods from 8:30 to 9 and 11 to 11:30, and is expected to take charge on an average of at least one class a day for the benefit of such student teachers as most need her assistance.

She has immediate charge of all the work of the student teacher in directing the making of the subject and lesson plans, the work of observation, the writing of reports based on observations in the schoolroom, and the execution of plans. She meets her student teachers each day at three o'clock for the purpose of reviewing the work of the day, examining the lesson plans, instructing in method, and hearing and discussing reports of observation in child study.

SCHOOL EXERCISES

Chapel exercises are held regularly on Friday morning of each week in the training school assembly hall. These exercises consist of a simple devotional program, supplemented each time with music and dramatizations by the children from one or more of the grades.

Special programs appropriate to the occasion are given at Thanksgiving, Christmas, Washington's Birthday, Memorial Day, and at the close of the school year.

All of these exercises are public, and patrons and friends of the school are cordially invited to attend. Student teachers are especially welcome and are invited to join the children in the devotional part of the program.

THE COURSES OF STUDY

Detailed outlines of work in reading, elementary science, history, geography, arithmetic, language, music, drawing, physical training, and manual training are followed in all grades of the department.

As soon as practicable these courses of study will be issued in pamphlet form for the use of student teachers, and to supply the frequent calls from outside sources.

SPECIAL TRAINING SCHOOL COURSES

Speccial Course for Critic Teachers

On account of the demand throughout the country for specially trained critic teachers the College will offer to a limited number of applicants an opportunity for pursuing such a course of study.

All candidates for this course must have completed the work for the life certificate, and must have furnished satisfactory evidence of their general teaching ability.

The Superintendent of the Training School acts as patron for students pursuing this line of work. All applications for admission to this course shall be submitted to the College Council and selections will be based upon:

1. Scholarship.
2. Personality.
3. Success in teaching children.
4. Ability to work with adults.

THE COURSE ITSELF CONSISTS OF:

1. Seventy-two weeks of electives from third year college subjects.

2. An equivalent of seventy-two weeks of work in the Training School as assistants to the regular critic teachers in making courses of study, doing model teaching, doing special and general critic work, and in a study of the principles and methods of constructive criticism.

The degree of B.Pd. will be granted upon the satisfactory completion of this course of study.

Special Manual Training Course

MISS ALICE I. BOARDMAN.

In addition to the regular manual training in the grades of the Training School a course of study has been arranged for normal students who wish to specialize in this line. This course aims to fit teachers to supervise and direct this work in the grades below the high school. In addition to the normal group of studies (see p. 48) the work is quite largely a laboratory course and will require its share of the time during the Two Years' College Life Certificate Course. The course will include bench work, mechanical drawing and lectures on subjects allied to manual training. After some degree of proficiency with tools has been acquired, hand work for the primary grades will receive its due share of attention. This will include designing in Indian basketry and Venetian bent iron, together with raffia braiding, weaving and wrapping; the weaving of coarse and fine materials;

card-board construction, based on mechanical drawing, as a preparation for the more advanced work; clay modeling as taught in the kindergarten, first and second grades.

Before completing the course each student will be required to make an original model to be left with the department; to make an estimate of lumber and other material for class work; and also to make various estimates for the equipment of a class room under the existing conditions of schools as they will be found in different towns and cities of the state.

An outline of the specializing course in this department is given below in order that prospective students may gain an idea of the work required.

In addition to the specializing course, another one will be offered each quarter, in which no credit will be given, for the purpose of giving non-specializing students an opportunity to familiarize themselves with the hand work for the primary grades.

COURSE OF STUDY IN MANUAL TRAINING FOR SPECIALIZING STUDENTS

1.	The normal group (see p. 48)	144	Weeks
2.	Elementary drawing 1, 2	24	"
3.	Mechanical drawing	12	"
4.	Advanced drawing 1	12	"
5.	Blackboard sketching	12	"
6.	Bench work	36	"
7.	Basketry, bent iron work, raffia	12	"
8.	Card-board construction, weaving, clay modeling	12	"
9.	Electives	24	"

Special Kindergarten-Primary Course

The specializing Kindergarten-Primary Course consists of:

1. The Normal group. (See p. 48) ..... 144 Weeks
2. Electives under direction of the patron ..... 144 "

NOTE.—The Superintendent of the Training School is the patron of this department. The electives determined by the patron include:

Kindergarten instruction 1, 2, 3.
Kindergarten-primary music.
Primary nature study.
Elementary drawing 1, 2.
Blackboard sketching.
Teachers' history.
Principles of criticism 1.
Teaching 3.

KINDERGARTEN COURSES

MISS HESTER P. STOWE.

The courses in kindergarten instruction, open only to specializing students, are as follows:

1. KINDERGARTEN 1. 12 WEEKS.
   Must be preceded by Psychology 1. Kindergarten gifts 1, 2, 3. Hand work—clay modeling, sewing, slat interlacing, weaving, folding; study of Froebel's Mother Play Book; songs and games.
   Fall and winter quarters. 1-2. Kindergarten room.

2. KINDERGARTEN 2. 12 WEEKS.
   Must be preceded by Kindergarten 1. Kindergarten gifts 4, 5, 6; hand work—geometrical folding, free-hand cutting, school of cutting, intertwining; continue study of Froebel's Mother Play Book; songs and games.
   Winter and spring quarters. 2-3. Kindergarten room.

3. KINDERGARTEN 3. 12 WEEKS.
   Must be preceded by Kindergarten 1, 2. Kindergarten gifts 7, 8, 9, 10; hand work—color work, cardboard modeling, baskets and braided work with florist's fiber, willow basket weaving; continue study of Froebel's Mother Play Book; songs, games and stories.
   Fall and spring quarters. 2-3 and 1-2. Kindergarten room.

Reference books used:
Education of Man.—Froebel.
Pedagagics of Kindergarten.—Froebel.
Symbolic Education.—Blow.
Froebel's Education Laws.—Hughes.
Psychology of Froebel's Play Gifts.—Snider.

Domestic Science and Art Course

MISS ANNETTE F. CHASE.

Recognizing the fact that domestic science and art are becoming an important factor in the educational system of our state. the Normal College will offer during the school year of 1904-05 a specializing course for the training of teachers in these lines of

work. The requirements for admission are the same as those for other college courses leading to the life certificate. For students who have pursued elementary chemistry and physics in accepted high schools other electives of equal culture value may be chosen. In addition to the Normal group of studies (see p. 48) the work will include much practical work in bacteriology, cookery, dietetics, serving, marketing, household economics and art—including drawing, designing, hand sewing, drafting, machine sewing, and hand work for the primary grades. The hand work will include weaving, basketry, and designing similar to that which is done in the last year of the specializing course in manual training (see p. 120).

The practical work in cooking will aim to demonstrate its leading principles, and their modification in the preparation of food for infants, invalids, and adults under widely different conditions.

Under dietetics will be studied the composition of the body; its waste and repair; need of food; kinds and proportion required; composition of various food materials; use of each in the body and their digestibility; best methods of cooking in order to secure greatest nutritive value at the least cost; ways of meeting individual needs; calculation of dietaries for persons of different ages and engaged in different occupations.

Serving includes the study of the principles and practices underlying wholesomeness and attractiveness; the giving of luncheons and dinners.

Marketing involves the economical purchase and preservation of food.

Household economics gives attention to the care of the house and its furnishings; sanitation, the scientific principles involved and practices conducive to maintaining healthful conditions.

An outline of the courses in education, chemistry, drawing and bacteriology will be found in the announcement of courses in their respective departments.

COURSE OF STUDY

1. The Normal Group (see p. 48) ..... 144 Weeks
2. Elementary and organic chemistry ..... 36 "
3. Elementary drawing and design ..... 24 "
4. Bacteriology ..... 12 "
5. Cookery ..... 36 "
6. Household economics, marketing and serving, laundry work, sanitation and home nursing ..... 12 "
7. Sewing, basketry, weaving and elementary hand work ..... 24 "

Tennis Courts

Summer School, 1904

Details of Departments

ANCIENT LANGUAGES

Professor Benjamin L. D'Ooge. Room 34.

COURSES IN LATIN:

1. *Beginners' Latin.*—Two recitations daily. The work done will be equivalent to that of the first quarter in the regular course. This course will be of such character as to enable one pursuing it to continue the study of Latin to advantage without a teacher, if need be. Credit 12 weeks. 8–9, 11-12, a. m. Four days weekly.

2. *Latin Writing.*—9–10 a. m., four days weekly. Credit 6 weeks. This course is planned especially to meet the needs of teachers who feel themselves weak in Latin composition. Practical problems in Latin Syntax will be discussed and especial attention will be given to the cultivation of a good Latin style.

3. *Teachers' Course in Caesar, Cicero and Vergil.*—10-11 a. m., four times weekly. Credit 6 weeks. This course is designed to meet the practical problems of the school room. Methods of presentation, books of reference, text-books and all other matters relating to the teaching of these subjects will be considered.

COURSE IN GREEK:

Beginners' Greek.—Two recitations daily. The work done will be equivalent to that of the first quarter in the regular course. Credit 12 weeks. 7-8 a. m., 2-3 p. m., four days weekly.

These courses are tentative selections merely, hence are subject to alteration or withdrawal. An effort will be made to adapt the work given to the desires and requirements of the students who present themselves.

Students in the Summer School will have free access to the department library of several hundred volumes, consisting of the best authorities on the language and literature of Greece and Rome. This will afford abundant opportunity to such as wish to pursue private studies and investigations.

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Students in the Summer School will have free access to the department library of several hundred volumes, consisting of the best authorities on the language and literature of Greece and Rome. This will afford abundant opportunity to such as wish to pursue private studies and investigations.

ILLUSTRATED CLASSICAL LECTURES

At intervals during the session illustrated lectures will be given on subjects relating to the life and civilization of ancient Greece and Rome. Among the subjects to be presented are the following:

The Rise and Development of Greek Art.
Athens in the Days of Pericles.
Tours in Greece.
Rome in the Days of the Cæsars.
The Roman Forum.
Classic Sites in Sicily.
Life in Ancient Pompeii.

DRAWING

1. *Elementary Drawing.* I.—12 weeks' credit. Two sections, 8-10 a. m., 1-3 p. m. Room 10. Miss Garner.

2. *Elementary Drawing.* II.—12 weeks' credit. 10-12 a. m. Room 10. Miss Olmsted.

These courses offer opportunity for free-hand drawing from type forms, still life and flowers; in connection with this work perspective principles, light and shade and values are studied.

Some simple design work is given; also a short study of Egyptian and Greek ornament. The materials used are pencil and water colors. I must precede II.

3. *Blackboard Sketching.*—12 weeks' credit. Two sections, 7-9 a. m., 10-12 a. m. Room 24. Miss Goodison; Miss Garner.

In this course practice will be given in making sketches suitable to use in conection with the different seasons and holidays, and with the teaching of geography and nature study.

Elementary Drawing I and II or their full equivalent must precede.

4. *Advanced Drawing.* I.—12 weeks' credit. One section, 8-10 a. m. Room 14. Miss Olmsted.

Drawings are made in pencil, and with pen and ink, from still life and flowers. Some color work is given in connection with designing.

Elementary Drawing I and II must precede.

5. *Teachers' Drawing.*—12 weeks' credit. 9-11 a. m. Room 9. Miss Goodison.

This course offers instruction in methods of teaching drawing in the various grades, also in the theory of design as taught by Dr. Ross of Harvard College.

Some work will be given in the different kinds of mediums used in the grades, as water colors and clay.

,Elementary Drawing I and II precede this course.

ENGLISH

1. *Preparatory Grammar.*— A topical review of important constructions in English Analysis, together with review of Etymology. The course should be especially helpful to students desiring to get a third grade certificate by county examination.

Two recitations daily except Mondays. 8-9 a. m., 2-3 p. m. Room 43. Dr. Blount.

2. *Principles of Criticism.* I.—Lectures preparatory to literary criticism upon poems selected from the American poets. Unannotated editions of the complete poetical writings of authors will be placed in the hands of each student, and original criticism especially encouraged. The general library is rich in literary criticism, and complete bibliographies of the authors studied will be at the service of the class. It should be noted that the course is not a study of American literature, but an attempt to apply pedagogical principles of criticism to certain selections from American poetry. The course should be suggestive and helpful for teachers of literature in elementary grades or high schools.

Two recitations daily. Room 40. 9-10 a. m., 2-3 p. m. Professor Barbour.

3. *Teachers' Grammar.*—(a) A rapid academic review of the subject in Whitney's Essentials of English Grammar; (b) Professional aspects of teaching the subject in Barbour's "Grammar Teaching; History and Method."

Two recitations daily except Fridays. Room 43. 9-10 a. m., 3-4 p. m. Dr. Blount.

4. *Teachers' Grammar.*—As outlined above.

Two recitations daily. 8-9 a. m., 2-3 p. m. Room 41. Miss Pearce.

5. *English Fiction.* A short course of lectures upon (1) the history and development of the English novel; and (2) upon its technical construction. Special study of different types will follow, with particular attention to plot,, character sketching, and description. This course should prove helpful and suggestive to high school teachers.

Daily. 9.10 a. m. Room 41. Miss Pearce.

6. *Shakespeare.*—A brief course of lectures on the technical construction of the drama, followed by an analytical study of one or more of Shakespeare's tragedies. Special attention is given to the development of the plot, and to the consistency of the characters with the plot. Teachers of literature in high schools will find the course stimulating and suggestive as a preparation for teaching Shakespeare.

Students who pursued the course last summer may again enter the class. Macbeth and King Lear will be studied in place of Hamlet, and an additional six weeks' credit given to such students.

Daily. 8-9 a. m. Room 40. Professor Barbour.

GEOGRAPHY

1. *Teachers' Geography.*—7-9 except Wednesdays. A college course with 12 weeks' credit. It will consist of recitations, laboratory work and reading, giving the foundations of current views of the size and shape of the earth, the conception and measurement of latitude and longitude, and their application in constructing maps. The class will then take up the theory and construction of conic projections for Continent maps; but the chief work will be on the geography of the atmosphere (meteorology), by laboratory work, study of the weather and the weather map, with map constructions illustrating the distribution of the principal climatic elements. Mr. Bowman.

2. *General Geography.*—Four hours a week. A course of lectures on the continents, with references for reading. The lectures will give an account of the physical and climatic features now regarded as most evidently governing human occupation of the different portions of the earth, the more important political divisions and their relation to the physical geography, and the commercial and historic or social points of contact with our own national life. 10-11 a. m. Mr. Bowman.

3. *Geographic Excursions.*—On Wednesdays, 7-9, Mr. Bowman will conduct walks about Ypsilanti, visiting picturesque spots about the city, and pointing out especially the history of the landscape and those geographical processes that commonly pass unnoticed, with the object of illustrating the possibilities of out-of-door work with public school classes.

On Saturdays longer excursions will be made, some of them on the Detroit River to the lakes. These will offer the best of opportunities for geographic study at very moderate cost, and under agreeable conditions.

These excursions will be open to all students of the Summer School, whether enrolled in a class in geography or not. They will be planned consecutively, each in a measure preparing for the next, and will illustrate the work in geographic courses, but students who wish to accompany single excursions may do so.

HISTORY

1. *United States History.*—An elementary course adapted to the needs of those wishing to prepare for the county examinations. The ground covered will depend entirely upon the proficiency of the class. 10-12. Room 35. Credit 12 weeks, ninth grade or preparatory. Miss Putnam.

2. *Political Economy.*—Text-book: Walker. Supplemented by lectures, discussions and written reports. 7-9. Room 35. Credit 12 weeks. Miss Putnam.

3. *General History.*—The work will be in a measure adapted to the needs of the class. Myers's General History. 10-12. Room 36. Credit 12 weeks. Miss Shultes.

4. *Modern History.*—The work follows the great historical movements which created, in modern times, the free society, the church, and the state. Text-book: Schwill's Modern Europe. Hours, 7-9. Room 36. Credit 12 weeks. Miss Shultes.

5. *Teachers' Course in History.*—This course presupposes such knowledge of history as may be gained in any good high school. It aims to discover, by means of the ideas through which the mind apprehends history, the general principles of method. The application of these principles is worked out in specific method for both the grades and high school. It offers some illustrative use of source material. 7-9. Room 49. Credit 12 weeks. Professor King.

6. *Sociology.*—The course is a brief study of the phenomena of human association. While the object is not ethical, it is hoped that the study may work toward a better understanding of education in practical citizenship. 2-4. Room 35. Credit 12 weeks. Professor King.

MATHEMATICS

1. *Arithmetic.*—A review for those who desire to prepare for teachers' examination. Kelso's Arithmetic. Six weeks. Two sections. 10-11 and 2-3. Miss Wilson.

2. *Elementary Algebra.*—A review of algebra through quadratics for those who desire to prepare for teachers' examination. Joselyn's Algebra. Six weeks. Two sections. 9-10 and 1-2. Mr. Darnell.

3. *Plane Geometry.*—Well's Plane and Solid Geometry. Twelve weeks. 9-10, 3-4. Miss Wilson.

4. *Trigonometry and Logarithms.*—An elementary course in plane trigonometry and the use of logarithmic tables. Lyman and Goddard's Plane Trigonometry. Twelve weeks. 9-10, 2-3. Mr. Darnell.

5. *Teachers' Course in Arithmetic.*—This course will be carried on partly by lectures and partly by reviews and discussions of typical parts of the subject. It is assumed that those who enter know arithmetic, algebra, and geometry, and have some knowledge of psychology. Beman and Smith's Higher Arithmetic. 7-9. Professor Lyman.

6. *The History and Teaching of Elementary Mathematics.*—This course is for teachers and will consist of lectures and reports on assigned topics. The subjects of arithmetic, algebra and geometry will be treated as fully as the time will allow. At least three of the six weeks will be devoted to arithmetic. No credit will be given. Six weeks. 9-10. Professor Lyman.

7. *Higher Algebra.*—Fisher and Schwatt's Higher Algebra will be used as a text. Twelve weeks. 10-11, 3 4. Associate Professor Stone.

8. *Methods in Geometry.*—This course is designed for teachers. The history of the introduction and development of the various parts of geometry will be considered. Special attention will be given to methods of attack. Twelve weeks. 7-8, 11-12. Associate Professor Stone.

MODERN LANGUAGES

Professor Ford. Room 50A.

1. Beginning course in German. Twice daily. Pronunciation, conversation, and reading based on careful drill in the grammar.

2. Advanced review course. Twice daily. This class is for those who may wish to refresh their knowledge of the language, and gain a new fund of information and enthusiasm.

A special effort will be made to meet the wants of high school teachers of German. Questions concerning the methods and pedagogy of modern language teaching will be freely discussed

in the advanced classes, and all students will be given opportunity to inform themselves on subjects in which they feel the need of advice and assistance. They will also have free access to the department library of several hundred volumes, consisting of the best works on German history, language, and literature. This will enable them to pursue various courses of reading and to make for themselves bibliographies of the subjects in which they are specially interested.

3. A course in French beginning or advanced, as occasion demands.

The courses outlined above are not necessarily fixed and may be changed if there is sufficient need for it.

MUSIC

1. *Elements of Music.*—This course is designed, primarily, for those who have never studied the rudiments of music. It is a beginners' class, but it will also afford an opportunity, to those who have already taught music, to review the subject and give them the benefit of observing the professional work done by the regular instructor.

Four times each week. 9-10. Conservatory. Mr. White.

2. *Sight Reading.*—For those who have studied music and wish further advancement.

1-2. Conservatory Hall. Mr. White.

3. *Kindergarten and Primary Grade Music.*—This course includes the foundation principles, upon which the best methods are based, for presenting the subject of elementary music in the primary grades. A careful study is made of each phase of the work, from kindergarten through the third year, under such heads as: The use of the child's voice (how to cultivate and retain vocal purity), ear training, the development of the tonal and rhythmic sense, the treatment of monotones and song interpretation. A sequence of selected children's songs, with suggestions for presentation and artistic rendering will be given. It is desired that the students have some knowledge of instrumental music as an aid in the development of rhythm.

9-10 and 11-12. Conservatory. Miss Foster.

4. *Teachers' Course in Public School Music.*—A critical study is made, in this course, of the professional aspects of the subject, together with the best ways of presenting it in the eight grades. The series of lessons includes the detailed course, children's use of the voice, the art of teaching music-reading, the dis-

cussion of various methods and the proper conducting of classes.

9-10 and 3-4. Conservatory Hall. Professor Pease.

8-9 and 10-11. Conservatory. Miss Foster.

5. *Voice Culture* 1. Principles of tone production developed and attention given to each individual voice. Emphasis is placed upon the last point. This course is open to all students. Solo singing is introduced and the rudiments of voice culture are developed. Special attention is given to the training and guidance of the child's voice in speaking and singing.

10-11, 11-12. Conservatory. Professor Pease and Mr. White.

6. *Harmony* 1.—Students entering this class should have had elements of vocal music and should be able to play the piano or organ sufficiently for playing chords and the simpler forms of hymn tunes. The work consists of a study of chords and intervals, their construction, analyzation, and mental effects.

11-12. Conservatory. Mr. White.

7. *High School Methods.*—Teaching music in high school grade, and conductors' training for school choirs and churches.

11-12. Conservatory. Professor Pease.

NATURAL SCIENCE

1. *Elementary Botany.*—The chief aim of this course is to fit the teacher to pass the county examination required for second and third grade certificates, but it also aims to be a good review course in botany for those desiring such work. Lectures will be given, some microscopical work will be done, and questions ordinarily covered in county examinations will be discussed. Many of the important activities of a plant will be explained by means of experiments, and much illustrative material from the school gardens and elsewhere will be used in the classroom. One or two field excursions will be arranged for. No credit. Rooms F and H, Science building. 3-4 daily. Miss Goddard.

2. *Field Botany.*—The work in this course will include much outdoor study. It will deal with such problems as cross-pollination, seed distribution, the light relation of leaves, and a study of the modification of the parts of a plant and the reasons for such modifications It will also aim to make the student familiar with as many as possible of our common trees and other plants. In addition to this there will be microscopical work done on the structure of typical roots, stems and leaves in order that the students may understand the work of plants. Numerous excursions will be made to various points in the vicinity. Each stu-

dent should be provided with Gray's Manual of Botany and a simple lens. Ladies should have short skirts for tramping. Six weeks' credit. Combined with the course in Nature Study full credit of twelve weeks may be earned in the latter subject. 7-9 a. m. daily. Rooms F and H, Science building. Miss Goddard.

3. *Physiological Botany.*—This course deals with the life activities of the entire plant. Special emphasis will be laid upon the processes of respiration, starch formation and the part which the sun's energy plays in plant life. There will be treated by direct individual experiment such problems as digestion, irritability, growth, etc. Enough microscopic work will be done upon plant structure to render the experiments intelligible. This laboratory work will be supplemented with outdoor observations and lectures. Six weeks' credit. Science building, Rooms F and H. 10-12 daily. Miss Goddard.

4. *Field Zoölogy.*—This is a course which attempts to deal in a practical way with the material of Nature Study in the grades. The common forms of animal life which we keep in the school aquaria and insectaries, and which we meet frequently in field and brook, are to be studied in their natural environment and in the laboratory. Birds, insects and shelled forms will receive especial attention. Six weeks' credit.

This course combined with Nature Study will give full credit of twelve weeks on Primary Nature Study. Combined with Introduction to Zoölogy, it will earn full credit of twelve weeks in Elementary Zoölogy. Room M, Science building, 7-9 daily. (Three excursions and two class periods per week.) Class limited to twenty members. Miss Phelps.

NOTE—It is suggested that those who contemplate electing this course come fully prepared for somewhat extended tramps in the early morning. The following articles will be found useful: small covered collecting pails, insect nets, field or opera glasses, hand lenses, small wide-mouthed bottles with stoppers, and reference books on birds and insects.

5. *Introduction to Zoölogy and Physiology.*—This course for beginners or advanced students is designed primarily for teachers of zoölogy and physiology in the grades and high school. The general anatomy and physiology of the frog and toad and their development from the egg to the adult, together with the preparation and microscopical study of a few of the primary tissues will be presented by actual laboratory work. Six weeks' credit.

Combined with the course in Field Zoölogy full credit of twelve weeks will be earned in Elementary Zoölogy.

Room M, Science building. 10-12 daily. Class limited to twenty members. Miss Phelps.

6. *Nature Study.*—This course, for rural and grade teachers, deals with the principles, purposes and methods of Natural History for children. Courses of study will be suggested and methods of collecting and caring for the material will be discussed. A few forms, e. g., the silk worm, mussel, bee, nasturtium, strawberry, horse chestnut, and others will be presented in detail and studied in the field and laboratory as far as possible. All the topics will be illustrated as fully as may be by means of lantern slides, apparatus and field museum specimens.

This course, combined with Field Zoölogy or Field Botany gives full credit of twelve weeks in Primary Nature Study.

Room A, Science building, 3-4. Four times a week. Miss Phelps.

7. *Physiology Review.*—The chief object in this course is to prepare teachers to pass the county examinations in this subject giving them at the same time as clear an understanding as possible of human anatomy, histology, physiology, hygiene, and contagious disease. The work will consist of recitations, lectures, and demonstrations, the department being well supplied with models, skeletons, lantern slides, charts, preparations, and thin sections, available for study. An elementary knowledge of the subject is assumed. Students should bring whatever texts they already possess or can borrow.

Pupils contemplating this subject will be given credit in Preparatory Physiology. One hour daily, 11-12. Science building. Room K. Mr. Magers.

8. *Teachers' Physiology.*—This is the regular advanced course in this subject, consisting of recitations, lectures and demonstrations. It is open to those who have completed a good high school course in the subject, or who have passed the Normal entrance examination. Special emphasis is laid upon school hygiene, sanitation, and contagious diseases. To secure the full twelve weeks' credit the class will meet twice daily, from 7-8 a. m. and from 3-4 p. m., and a second section from 8-9 a. m. and 3-4 p. m. Room K. Science building. Mr. Magers.

THE PHYSICAL SCIENCES.

1. *Physics.* I.—A course in the Mechanics of Solids and Fluids, with additional laboratory work. Daily, from 7-9, two

hours, with 12 weeks' credit. Rooms 6 and 11. Mr. Mellencamp.

2. *Chemistry.* I.—A course in the chemistry of the non-metals with full laboratory and demonstrative work. Recitations 8-9 a. m. and 2-3 p. m. Laboratory hours arranged with the instructor. 12 weeks' credit. Rooms 14 and 18. Mr. Peet.

3. *Chemistry.* II.—This is a continuation of Chemistry 1 in the study of non-metals. It is offered to accommodate students who have had Chemistry I in this institution and those who have had chemistry elsewhere but have not sufficient preparation to enter Chemistry III. The ionization theory or the modern theory of solution is taken up in this course. Recitation 9-10 a. m. Laboratory hours to be arranged with the instructor. 12 weeks' credit. Rooms 14 and 18. Mr. Peet.

4. *Laboratory Chemistry.*—Daily, from 9-10 and 11-12 a. m., and from 1-3 p. m., with such additional hours as may be needed to complete the several courses. This work cannot be elected by itself, but is taken in connection with Courses 2, 3, and 5. It is indicated here so that students will be sure to secure full time for laboratory work. Mr. Peet and assistant.

5. *Chemistry* IV.—A course in qualitative chemical analysis, following *Chemistry* III of this institution, or a year of work in the best high schools. Daily, two or four hours, with 6 or 12 weeks' credit. 10-12 a. m., or 1-3 p. m. Room 16. Mr. Peet and assistant.

6. *Secondary Nature Study.*—A course in *advanced nature study*, or *science in the public schools*—especially in the grammar and high school grades. Daily, one hour, with 6 weeks' credit. 10-11 a. m. Room 6. Mr. Mellencamp.

7. If called for a class will be formed for a rapid review of physics in a daily lesson for six weeks, without laboratory practice. This will be a non-mathematical course. Physics I requires a knowledge of algebra and geometry.

The needs of those who desire to make a rapid review of the physical sciences with reference to a first or second grade certificate are considered in Courses 1, 2, 6, and 8. The needs of teachers of rural and graded schools will be especially had in mind in courses.

HISTORY AND SCIENCE OF EDUCATION

1. *History of Education.*—This course is designed to bring the student to a knowledge of the great educational problems—by directing him in the interpretation of the life and thought of

the modern education. This will be done by means of lectures, library work on assigned topics, reports and discussions. The period to be covered will be from the beginning of the seventeenth century to the present. Two recitations each day. Twelve weeks' credit. Hours, 7-9. Room 26. Professor Hoyt.

2. *Science of Education.*—In order to afford advanced students and teachers of experience an opportunity to study education as a science, some or all of the following subjects will be discussed in this course: Education defined; Its Aims and Methods; The Child; Environment vs. Heredity; The Course of Study; Teaching; School Management. Hours 9-10. Room 26. Professor Hoyt.

3. *School Supervision.*—A study of the history and problems of supervision: (1) the qualification of the superintendent; (2) his relation to the board of education, teacher, children, and the community; (3) the functions of the superintendent as the executive officer of the board and as a supervisor; (4) professional ethics. The course is designed for superintendents and principals of schools. Hour 10-11. Room 26. Professor Hoyt. From time to time President Jones will meet with this class and will conduct round-table discussions.

SCIENCE OF EDUCATION

1. *General Method.*—This course will be open to all regular students who desire credit, and to such special students of the Summer School as may wish to broaden themselves along the line of the more important principles of education. Especial attention will be given to education, its meaning and purpose; the course of study and the relative educational values of the subjects constituting the same; the nature and educational value of interest; inter-relation of studies; examination, promoting and grading of pupils; and the inductive-deductive teaching process.

The work will be conducted by means of lectures, reports, and class discussions. 7-9. Room 25. Professor Laird.

PSYCHOLOGY

1. *Psychology.*—This course will meet the needs of two classes: those who have never had an opportunity to do thorough work in this line, and those who wish to take a review of the subject and broaden their outlook by means of collateral reading in the library. The work will include a consideration of the problem and method of modern psychology, and the discussion of sensation, attention, memory, thought, feeling, and will.

Some experiments will be given to throw light upon the discussions.

Titchener's Primer will be the basis for the work. 10-12. Room 25. Professor Laird.

Provision will be made for any who wish to complete the work in Psychology which was begun at a previous summer session. Such work will be given two hours a day.

PHYSICAL TRAINING

WOMEN'S DEPARTMENT

The Normal Colege Gymnasium is commodious, well-lighted and ventilated, and well-equipped.

The half of the building devoted to the work of the women's department affords a clear floor space of 50 x 80 feet, with galleries for the accommodation of those wishing to observe the work.

There is a full equipment of light apparatus—Indian clubs, wands, dumb-bells, bounding balls, rings, grace hoops, basket and medicine balls, balancing boards, etc. The walls are lined with a variety of pulley weights, and there is also a full equipment of ladders, ropes, and other heavy apparatus.

In the basement are shower baths and a swimming pool, with lockers for the safe-keeping of clothing.

During the summer term the following courses will be offered:

1. 8-9. *Physical Training* 1.—Miss Clark.
2. 9-10. *Public School Gymnastics.*—Miss Clark.
3. 10-11. *Physical Training* 4 or 5.—Miss Clark.
4. 11-12. *Public School Gymnastics.*—Miss Clark.

A physical examination will be given all those entering Physical Training 1.

Courses 1 and 3 demand the regulation suit of the department, which can be obtained here at a cost of about $5.00.

It is often possible to rent suits for the summer term, if students do not care to purchase.

Course 1 consists of elementary Swedish gymnastics, school room games, etc.

Course 3 will be either advanced Swedish with fancy steps and basketball, or Indian club swinging, dumb-bells and bounding balls. The course will be determined after knowing the needs of the students.

Course 2, which is offered at different hours, but only one of which will be used by each student, requires no special suit, and

this course is open to *men* also.

The work will be, in the main, suggestive; a number of lines of public school work being followed, with the special object of aiding grade teachers.

None of these courses give credit, but in Physical Training 1 and 4 or 5 full credit will be given when the lectures belonging to the same course are taken, which may be at any time during the regular school year.

Each course requires one hour daily.

READING AND ORATORY

1.—Teachers' Reading. 12 weeks' credit. 9-10 a. m. and 3-4 p. m., four days a week. Professor Lathers.

This course deals with the problem of teaching reading in the primary and grammar grades, and the relation of oral expression to the study of literature. It deals with the purposes of the reading work, the kind of literature suitable for different grades, the methods to be followed, and the problem of making a definite progressive course of reading through the school course. About one-half of the time is given to practical work in reading, and this forms the basis for the study of theory.

2.—Elocution. 12 weeks' credit. 10-11 a. m. and 2-3 p. m., four days a week. Professor Lathers.

This course deals with vocal training, gesture, literary interpretation and rendering of selections. It should be especially valuable to teachers of English in grammar or high school grades, and to those who wish to perfect themselves in the interpretation and rendering of classic selections in literature.

TRAINING SCHOOL

Supervisor—Abigail Roe.
Kindergarten—Hester P. Stowe.
First Grade—Abigail Lynch.
Second and Third Grades—Adella Jackson.
Fourth and Fifth Grades—Ella M. Wilson.
Sixth and Seventh Grades—Mattie Alexander Martin.
Manual Training—Estella Baker.

During the first four weeks of the summer term the kindergarten and first seven grades of the Training School will be in session. The hours for observation will be from 8-11 a. m. each day.

The purpose of this work is to afford an opportunity for observation to former students and others who are here for the summer term only. The teaching will be mostly in the hands of the regular training teachers, and will aim to illustrate the more modern and accepted methods of work in manual training, nature study, reading, arithmetic, history, and literature.

Students electing observation will be expected to do regular work and report regularly to training teachers in charge. The hour from eleven to twelve each day will be set apart for informal talks on lesson plans, methods, courses of study, and for answering questions growing out of the illustrative teaching. The discussions will be informal and will partake of the nature of a round table.

No credits are given for work in this department during the summer term.

MANUAL TRAINING

In addition to the manual training which will be taught in all grades of the Training School for purposes of observation, a course of instruction will be offered to a limited number of students in the summer school. Especial emphasis will be placed upon the various forms of hand work which is now becoming such a prominent factor in the primary and intermediate grades. Clay modeling, basketry in raffia and rattan, mat weaving, paper cutting, card-board construction and venetian bent-iron work will be taught in connection with this course. No credits are given for this work during the summer term. Estella Baker, instructor.

Schedule of Classes

SUMMER TERM, 1904

7—8	8—9	9—10	10—11
Arithmetic, Tchrs'.	Arithmetic, Tchrs'.	*†Algebra, Elem.	Algebra, Higher
Bl'kb'd Sketching	Bl'kb'd Sketching	Chemistry 2	*Arithmetic, Review
Field Botany, (7-9)	†Chemistry 1	Drawing, Advanced	Bl'kb'd Sketching
Field Zoology (7-9)	Drawing, Advanced	Drawing, Elem. 1	Bot., Physiological
General Method	Drawing, Elem. 1	Drawing, Tchrs'.	Chemistry 4
Geography, Tchrs'.	General Method	English Fiction	Drawing, Elem, 2
Geom., Method in	Geography, Tchrs'.	†Geometry, Plane	Drawing, Teachers'
Greek 1	*Grammar, Prep.	†Grammar, Tchrs'.	Elocution
History of Ed.	†Grammar, Tchrs'.	Hist. and T'ch'ng of	*Geography, Gen.
History, Modern	Hist. of Education	Elem. Mathematics	†History, General
*†Physics 1	History, Modern	Latin Writing	History, Teachers'
Physiology, Teachers', and 3-4	Latin 1	Music, Elements of	*History, U. S.
Political Economy	Music, Teachers'	Music, Kindergarten	Latin Teachers'
	Physical Training 1	Music, Teachers'	Music, Teachers'
	Physics 1	Prin. of Crit. 1	Nature Study, Sec.
	Physiology, Teachers', and 3-4	Public School Gymnastics	Physical Train. 4
	Political Economy	Reading, Teachers'	Psychology 1
	Shakespeare	Science of Education	School Supervision
		Trigonometry	Voice Culture 1
			Zoology and Physiology, Introd'r'n to

11—12	1—2	2—3	3—4
Bl'kb'd Sketching	*Algebra, Elem.	*Arithmetic, Review	Algebra, Higher
Chemistry 4	Chemistry 4	†Chemistry 1	*Botany, Elem.
Drawing, Elem. 2	Drawing, Elem. 1	Chemistry 4	†Geometry, Plane
Geom., Method in	Music, Sight Reading	Drawing, Elem. 1	†Grammar, Tchrs'.
Harmony 1		Elocution	Music, Teachers'
†History, General		*Grammar, Prep.	*Nature Study, Pri.
History, U. S.		†Grammar, Tchrs'.	Physiology, Teachers' 7-8 or 8-9
Latin 1		Greek 1	Reading, Teachers'
Music, High School Methods in		Prin. of Crit. 1	Sociology
Music, Kindergarten		Sociology	
*Physiol., Review		Trigonometry	
Psychology 1			
Public School Gymnastics			
Voice Culture 1			

* For Rural Schools.

† State Certificate Examinations.

Names of Students

PREPARATORY STUDENTS

Adams, Minnie C.....New Boston
Adams, Lenore.....New Boston
Bartlett, Nelson E.....Ann Arbor
Bates, Warner.....Nettle Lake, O.
Boulanger, Belle .....Ludington
DeVine, Thomas .....Ann Arbor
DeVine, Frank B.....Ann Arbor
Griffin, Rachel .....Marlette
Hoffman, Bertha .....Fenton
Huston, Sadie .....Ypsilanti
Pound, Ida May .....Fenton
Thomas, W. Morris.....Ypsilanti
Tilford, Mae .....Eaton, Rapids

FIRST YEAR STUDENTS

Atkin, Grace .....Milford
Bates, Jessie.....Nettle Lake, O.
Billings, Vida M.....Dryden
Billings, Daisy F.....Dryden
Bradley, Elwin .....Ypsilanti
Briggs, Myrtle .....Edenville
Brown, Violet A.....Jackson
Bullock, Emma J.....Salem
Charlick, Minnie .....Milford
Clute, Josephine .....Ypsilanti
Cooper, Fay V.....Wayne
Crandall, Reuben.....Sanilac, Center
Crawford, Irene.....North Branch
Duguid David .....Ray, Ind
Eggert, Frederika .....Holland
Geer, Grace.....Oak Grove
Graham, Mary.....Red Deer, British Columbia

Harris, Hazel.....Port Huron
Hobart, Inez M.....Grass Lake
Holmes, Herbert M.....Ypsilanti
Kaiser, Laura Amelia.....Okemos
McFate, Alta E.....Pittsford
McNamara, May .....St. Ignace
Magary, Alice W.....Richmond
Morey, Frances .....Reading
Pound, Emma .....Fenton
Richardson, Helen A.....Belleville
Royston, Anna .....Fremont
Royston, Maggie .....Fremont
Ryerson, Grace .....Holton
Tanner, Edna .....Brighton
Thurston, Jennie .....Almont
Thomas, Mabel E.....Geneseo, Ill
Thomson, Evelyn .....Ypsilanti
Tooze, Mabel .....Augusta
Waldron, Allen .....Waecousta
White, Fern .....Marshall
Wilber, Mary .....Rochester

SECOND YEAR STUDENTS

Adams, Hattie .....Temperance
Bath, W. H.....Monroeville, O.
Brady, Anna .....Ypsilanti
Casler, Mary .....Calumet
Chapman, Hiram H.....Ypsilanti
Clark, Irene O.....Ypsilanti
Cross, Mabel L.....Ypsilanti
Dean, Jeanette .....Girard
Dieterle, Marie .....Saline
Dixon, Esther A.....Milan, O.
Gillespie, Geo. A.....Gaines
Glass, Claribel E.....Denton
Green, Marietta .....Ypsilanti
Greene, Florence .....Clinton
Grimes, Gertrude .....Eau Claire
Harrison, Celeste .....Monroe
Herriman, Nellie M.....Bloomingdale
Jackson, Edna .....Davisburg
Johnson, Carl V.....Vandalia

Jones, Mary ..... Spring Arbor
Kelsey, Vena ..... Ypsilanti
King, Viola ..... Eau Claire
Lamb, Lottie Loella ..... Fenton
Lambie, Leah Y ..... Ypsilanti
LeClerc, Ida ..... St. Ignace
Loomis, Gertrude ..... Fennville
McCann, Nora ..... St. Ignace
McKay, Ethel R ..... Croswell
McMillan, Floy ..... Mendon
McNamara, M. Catherine ..... St. Ignace
Martin, Lois Edna ..... Reed City
Minard, Maria S ..... Ypsilanti
Mothersill Ruth ..... Holly
O'Neill, Julia ..... Hubbardstown
Peters, Edna ..... Ypsilanti
Prine, Howard ..... Springport
Richardson, Julia Marion ..... Hudsonville
Sackett, Wm ..... Elm
Schoolcraft, Earl ..... Kendalls
Smith, Guy C ..... Tipton
Stevenson, Helen ..... Port Huron
Swartout, Neva R ..... Marshall
Terpenning, Elza ..... Brown City
Thorn, Veva ..... Ypsilanti
Walker, Charles D ..... Plainfield
Wellington, Gertrude ..... St. Johns
Welden, Carrie ..... St. Ignace
White, Elizabeth Pearl ..... Marshall

THIRD YEAR STUDENTS

Abel, Gretta B ..... Ypsilanti
Abbott, Grace H ..... Ovid
Abbott, Anna ..... Ovid
Adams, Ella ..... Evart
Alexander, Effie ..... Addison
Allen, Eloise M ..... Milan
Allen, Grace D ..... Albion
Angell, Z. Estelle ..... Farmington
Arnold, Louise ..... Ypsilanti
Atkinson, Sydnie L ..... Harbor Springs
Austin, Grace ..... Chesaning
Ball, Bessie O ..... Mason

Baker, Mayme ..... Fenton
Barber, Mabel ..... Plainwell
Barrington, Minnie ..... St. Johns
Baxter, Elizabeth ..... Ypsilanti
Bechtold, Katie ..... Bellaire
Becker, Mary ..... Germantown, O.
Becker, Grace ..... Dexter
Becker, Mary Alma ..... Dexter
Beebe, Marcia ..... Nashville
Beedle, Bessie ..... Troy, O.
Beeman, Bessie ..... Reed City
Belles, J. L. ..... Orion
Belles, Isole M. ..... Orion
Benedict, Pearl ..... Ypsilanti
Bettys, Mildred L. ..... Oxford
Birdsell, Alma ..... Howell
Black, Isabella M. ..... St. Clair
Blaine, Fannie ..... Weston
Blue, Bernice ..... White Pigeon
Bolender, John W. ..... Plainwell
Bolles, Cornelia ..... Marshall
Bond, E. Gertrude ..... St. Johns
Bornor, Iva ..... St. Albion
Bowen, E. Minnie ..... Port Huron
Brockway, Mary ..... Allen
Broughton, Elizabeth ..... Middleville
Brown, Emma ..... Richland
Brown, Bess Belle ..... Clinton
Bryant, Myrtis ..... Topinabee
Burke, E. A. ..... New Boston
Burpee, Belle ..... Harbor Springs
Cahalan, Catherine M. ..... Hubbardston
Calkins, Amy ..... Detroit
Camp, Vera ..... Bangor
Campbell, Margaret ..... Defiance, O.
Carey, Myma C. ..... Croswell
Carlisle, Ethel ..... Shelby
Carolin, Eva ..... Detroit
Carpenter, Mary ..... Jackson
Carson, Lillian ..... National Mine
Chambers, Florence E. ..... Lansing
Champion Deda E. ..... Three Rivers
Chapman, Irene ..... Ypsilanti
Chestnut, Katherine ..... Hillsdale

Chisholm, Margaret ..... Battle Creek
Clapp, Frances ..... Owosso
Clark, Katie ..... Alaska
Cole, Eva C ..... Schoolcraft
Collins, Florence ..... Gregory
Conner, Olive ..... Ann Arbor
Cooper, Grace Louise ..... Howell
Cook, Eliza H ..... Owosso
Corazzi, Grace E ..... Ypsilanti
Cornish, Arvilla H ..... Durand
Coy, Florence A ..... Mason
Cronk, Fannie B ..... Bellevue
Cronk, Mildred M ..... Litchfield
Crosby, Viva ..... South Lyon
Crout, Bernice ..... Brighton
Culp, Gertrude ..... Constantine
Deam, Effie ..... Benton Harbor
Dean, Susie ..... Ypsilanti
Demorest, Edith A ..... Belding
Denkema, Barbara ..... Big Rapids
Dennis, Rose B ..... Decatur
Dickey, Pearl L ..... Albion
Dickinson, Eulalia ..... Pontiac
Doench, Katherine ..... Sault Ste. Marie
Dunham, Blanche E ..... Ypsilanti
Dunlap, Almira ..... Oxford
Easton, Laverna ..... Dexter
Eddy, Celeste ..... Ypsilanti
Elkins, Blanche ..... Rockford
Erb, Grace Isabelle ..... Grand Rapids
Erickson, Helen ..... Whitehall
Estabrook, Eudora P ..... Grand Rapids
Evans, Oren F ..... Shelby
Ferguson, Irene ..... Almont
Ferris, Mollie ..... Eaton Rapids
Ferris, Fannie ..... Eaton Rapids
Fisher, Alice C ..... Oak Grove
Fiske, Anna Laura ..... Adrian
Fletcher, Rachel ..... Ypsilanti
Fletcher, Inez M ..... Schoolcraft
Foster, George S ..... Keeler
Frank, Clarissa Grace ..... Wayne
Frutig, Bertha ..... Detroit
Gabriel, Ina ..... Owosso

Gabriel, Edith ..... Owosso
Galleher, Nina ..... Three Rivers
Gambell, Anna L. ..... North Adams
Garvey, Minnie ..... Ludington
Gangnuss, Freeda ..... Brighton
Gehman, Emma L. ..... Vermontville
Godfrey, Edith A. ..... Jonesville
Goetz, Olga S. ..... Grand Rapids
Goodreau, Mayme ..... Michigamme
Goodson, Isabel. ..... Bay City
Gough, Georgette ..... Adrian

Haas, Verna ..... Constantine
Hadley, Bertha ..... Holly
Hale, Emily S. ..... Detroit
Harmon, Mary M. ..... Southfield
Harper, Florence M. ..... Grand Rapids
Harrington, Margareta ..... Kearsage
Harrow, Grace M. ..... Algonac
Hart, Maude ..... White Pigeon
Hawkes, Alice ..... Dowagiac
Hawley, Verna ..... Lima
Hayden, Grace ..... Paw Paw
Herald Roy ..... South Lyon
Head, Roy S. ..... Milan
Heitsch, May ..... Pontiac
Helm, Pearl ..... Pewamo
Hickox, Zora Nell ..... Wayne
Hill, Nellie ..... Elk Rapids
Hinchey, Dede ..... Pinckney
Hinsliff, Gail ..... Calumet
Hoffman, Hazel ..... Fenton
Hoogenstyn, Edith Bird ..... Holland
Hollister, Mabel ..... Tecumseh
Hoops, Edith B. ..... Wayne
Hoover, Maude ..... Troy, O
Horen, Leslie Elmer ..... Ypsilanti
Howard, Abbie ..... Vernon
Howe, Dorlisca ..... Coldwater
Howland, Kathryn E. ..... Portland
Hoyle, Edith L. ..... Cedar Springs
Hoyt, M. Lucile.. ..... Ypsilanti
Hubbard, Mabel ..... Clarkston
Hubbard, Grace ..... Grandville
Hubbell, Bessie S. ..... Ypsilanti

Hull, Cora ..... Saline
Hummel, Linda L. ..... Ridgetown, Ont.
Hyames, Alson L. ..... Gobleville
Jackson, Myra E. ..... Ovid
Jackson, Wilma ..... Ovid
Jones, Harry P. ..... Marcellus
Jerome, Grace B. ..... Evart
Jarvis, Genevieve E. ..... Otsego
Kane, Helen E. ..... Flint
Kauszler, Nora ..... White Pigeon
Katz, Olive G. ..... Burlington
Kay, Jennie M. ..... Brooklyn
Keeler, Richard ..... Detroit
Kelly, Julia A. ..... Calumet
Kelley, Jas. J. ..... Carleton
Kelley, Bessie May ..... Milan
Kelly, Gertrude ..... Cadillac
Kennedy, William T. ..... Stockbridge
Kent, Cornelia ..... Benton Harbor
Kern, L. Gertrude ..... Northville
Kersey, Herman E. ..... Ypsilanti
Kingsley, Loretta ..... Flint
Kirk, Mattie ..... Fair Grove
Knapp, Lena ..... North Adams
Koehler, Matalena H. ..... Saginaw, E. S.
Krebs, Jessie ..... Charlotte
Kuemmerle, Pauline ..... Grand Rapids
Kyle, Emma M. ..... Tecumseh
Lamport, Mary ..... Leslie
Larson, Annette ..... Whitehall
Lasher, Bertha ..... Fowlerville
Lawton, A. Dora ..... St. Johns
Layer, Bess ..... Lowell
Leddick, Jennie R. ..... Ypsilanti
Lee, Jessie ..... Saranac
Leeder, J. Arden ..... Gobleville
Leeman, Mary V. ..... Chelsea
Lennox, Abbie Leone ..... Millington
Lewis, E. Beatrice ..... Otisville
Libhart, Zula ..... Leonidas
Lindsay, Ida ..... St. Clair
Liscomb, Leroy ..... Clifford
Lord, Mary ..... Albion
Lott, Florence ..... Elk Rapids

Lusby, Viola Jocelyn.....Ann Arbor
Lyon, Rubena M.....Watertown, N. Y.
Lyon, Ruth F.....Calumet
Lyons, Agatha .....Michigamme
McBain, J. Fred.....Hickory Corners
McCall, Grace .....Milford
McClatchie, Myrtle .....Ludington
McCormick, Ethel .....Portland
McCurdy, Della .....Troy, O.
McGreaham, Inez .....Saginaw, W. S.
MacGregor, Amy .....Manistique
McGuinness, Maude .....Hastings
McMath, Ellena .....Leslie
McNamara, Mildred .....Howell
McNeil, Mary .....Manistique
Magary, May Gertrude.....Richmond
Mann, Ruth Edna.....Belding
Major, M. Belle.....Centerville
Marshall, Mae E.....South Lyon
Marshall, Savannah E.....Troy, O.
Mauk, Verna .....Bangor
Martin, Lulu .....Portland
Maxfield, Maude .....Allegan
Mercer, Meta J.....Jerome
Merrill, Wilma .....Benton Harbor
Mickam, Ina .....Grand Rapids
Miller, Madge M.....Chesaning
Miller, Maude A.....Hillsdale
Miller, Ella .....Detroit
Minix, Nettie .....Rockland
Milligan, Helen .....Ludington
Mills, Ella B.....Ann Arbor
Morgan, Jessie .....Sodus
Morris, Rose .....Cross Village
Morrison, Lulu A.....Crystal Falls
Morse, Florence C.....Metamora
Moss, Augusta .....Albion
Mowry, G. L.....Wixom
Muellerweiss, Hermann I.....Sebewaing
Mumby, Elizabeth .....Mendon
Murphy, Clare R.....Lansing
Nelson, Elsie M.....Ypsilanti
Neuman, Freeden .....Calumet
Newberry, Marie A.....Dundee

Newcomer, Marybelle ..... Memphis
Newell, Florence E..... Ypsilanti
Nicholls, Carrie ..... Lake Linden
Noble, Cecelia ..... Lowell
O'Brien, Edward L..... Berrien Center
O'Dell, Edna Jessie..... Port Huron
Odgers, Lillian ..... Opechee
Olds, Mollie ..... Green Oaks
Olney, Clare ..... Mendon
Osborn, Meida B ..... Kalamazoo
Osborne, H. F..... Lapeer
O'Toole, Elizabeth ..... Bellevue
Palmer, Marian A..... Hudson
Parker, Mary ..... Traverse City
Pascoe, Frank D..... Republic
Patrick, Lura B..... Allegan
Patrick, Edith ..... Orleans
Peacock, Louise ..... Corunna
Pennington, Anna ..... Imlay City
Petrie, Edith G..... Petoskey
Pettitt, Anna ..... Benzonia
Phillips, Maybelle ..... Pontiac
Phillips, Athelia ..... Plainwell
Pimlott, Irene H..... Detroit
Pittman, Lila ..... Geneva
Plowman, Rex ..... Iron Mountain
Poorman, Clare ..... Marcellus
Pope, Antoinette ..... Vermontville
Poste, Maude ..... Constantine
Preble, Charlotte E..... Niles
Prentice, Alice ..... Pontiac
Priest, Antoinette ..... Evart
Pullman, Mildred E..... Big Rapids
Purcell, Lida ..... Iron River
Purfield, Helen ..... Ann Arbor
Reed, J. Lewis ..... Howell
Rieder, Louise ..... Dexter
ReShore, Don B..... Dowagiac
Reynier, Eva Helen ..... Grand Rapids
Riggs, Amy ..... French Landing
Riker, Reva ..... Portland
Rodger Esca I..... Elmira
Rosewarne, Lura ..... Marcellus
Royce, Mabel Irene..... Sault Ste. Marie

Ruppert, Fred W.....Reed City
Rush, Nettie .....Owosso
Ruth, Kate L.....Benton Harbor
Sargent, Bernice .....Ypsilanti
Scott, Eula .....Lawton
Scott, Lettie M.....Marine City
Schaaf, Emma.....Petoskey
Schmidt, Sarah .....Fenton
Seabury, Cora .....Watervliet
Shafer, George .....Mason
Sharpe, Martha E.....Big Rapipds
Sharpe, Alberta E.....Sault Ste. Marie
Sheldon, Carrie M.....Quincy
Silver, Myrtle .....Ludington
Sisman, Elsie M.....Port Huron
Skentelbury, Will H.....Lake Odessa
Skidmore, Bessie .....Fenton
Shiffler, Orpha .....Frontier
Skiffington, Willow L.....Detroit
Skinner, Mamie .....Bad Axe
Slattery, Margaret .....Jackson
Smallegan, Doria N.....Central Lake
Smith, Nina .....Big Rapids
Smith, Myrtle .....Durand
Smith, Olive E.....Big Rapids
Smith, W. B.....Ubly
Smith, Ezoa .....East Tawas
Smith, Velma R.....Lansing
Smith, Frances Velma.....Delray
Snowball, Lizzie M.....Milan
Snyder, Hazel .....Otsego
Snyder, Ethel Isabella.....Battle Creek
Spencer, L. Zoe.....Linden
Sprague, Roy E.....Farmington
Staley, Bertha .....Ypsilanti
Stearns, Adelaide R.....Plainwell
Stepan, Lucile V.....Traverse City
Stendel, Laura C.....Detroit
Stewart, Blanche .....Middleville
Stillman, Ella .....St. Louis
Stirling, Helen .....Eaton Rapids
Stone, Bessie E.....Charlotte
Strahle, Eva .....Owosso
Strahle, Mabel M.....Owosso

Sturm, Ruth ..... Saline
Surine, Mary I ..... Chesaning
Sullivan, Lillian ..... Detroit
Sweet, Clara E ..... Ypsilanti
Sweetland, Elma J ..... Saline
Sweetland, Mina L ..... Saline
Templeton, Grace Edith ..... Ionia
Terwilliger, Emma ..... Hillsdale
Thomas, Grover ..... Ypsilanti
Thomas, John ..... Ypsilanti
Thompson, Anna I ..... Plainwell
Thompson, Dorothy ..... Plainwell
Thornton, James K ..... Milan
Tooley, Fannie J ..... Howell
Tracy, Anna May ..... Grand Rapids
Travis, Martin B ..... Clarkston
Travis, Edith Margaret ..... Eloise
Treiber, Emma ..... Niles
Tripp, Nettie ..... Ludington
Troub, Minnie ..... Ypsilanti
Twitchell, Jennie ..... Ann Arbor
Upthegrove, Claire ..... Central Lake
Van Deman, Harriett ..... Benzonia
Van Houghten, Nettie ..... Portland
Van Houten, Alice E ..... Flat Rock
Vorce, Clara ..... Ypsilanti
Vroman, Minnie ..... Vicksburg
Wade, Alda M ..... Green Oak
Wakefield, Ella E ..... Howell
Wall, Nellie ..... South Lake Linden
Wallace, Jessie ..... Ann Arbor
Wallace, Bessie ..... Manistee
Walls, Norah ..... Caro
Washington, Violet ..... Flint
Watson, Maude ..... Three Oaks
Watson, Clara ..... Three Oaks
Weatherwax, Cornelia ..... Eaton Rapids
Welsh, Edith ..... Port Huron
Westphal, Alma N ..... Three Rivers
Wheater, Pearl ..... Plainwell
Wheater, Lillian ..... Plainwell
White, May ..... Fremont
White, Lois B ..... Ashland
White, Winifred L ..... Manchester

Widoe, Iva ..... Hart
Wiggers, J. Albertus ..... Drenthe
Wilcox, Julia H ..... Ypsilanti
Williams, Charlotte ..... Plymouth
Willey, Edna F ..... Ypsilanti
Williams, Juanita ..... Shaftsburg
Willits, Estelle H ..... Ypsilanti
Willits, Martha ..... Reading
Wilson, Theo. J ..... Ypsilanti
Wilson, U. Stanley ..... Hanover
Wilson, Sherman ..... Union City
Winn, Agnes ..... Kalamazoo
Winter, Katheryn ..... Niles
Witt, Jennie Louise ..... Almont
Wood, Bessie ..... Charlotte
Woodward, Beatrice ..... Port Huron
Wortman, Lizzie ..... Fenton
Wright, Lora ..... South Grand Blanc
Wright, Ina F ..... Port Huron
York, Edna M ..... Grand Rapids
Young, Ina Belle ..... Otsego
Zelner, Edna, ... Harbor Springs

FOURTH YEAR STUDENTS

Abel, Alma N ..... Menominee
Ableson, Margaret ..... Plymouth
Ackley, Hazel M ..... Litchfield
Adriance, Nellie M ..... Grand Rapids
Allen, Ray E ..... Oxford
Amlie, Eleanor Perrin ..... Three Rivers
Andress, J. Mace ..... Chesaning
Andrews, Elsie V ..... Grand Haven
Armstrong, Maude S ..... Wolcott, N. Y.
Arnold, Leila ..... Plainwell
Austin, Olivia S ..... Whitehall
Baer Emma M ..... Hillsdale
Bailey, Oma ..... Wayne
Baldwin, Mabel W ..... Royal Oak
Balfour, Isabel ..... St. Clair
Ballard, Mary Ethel ..... Flint
Bates, Guy E ..... Nettle Lake, O.
Bates, E. Louise ..... Charlotte
Barringer, Amy F ..... Lansing

Beem, J. Clifford.....Fremont
Benjamin, Elsie G.....Flushing
Besley, Anna .....Newberry
Biery, Harriet .....Camden
Bird, Minnie .....Holland
Bissell, Elizabeth .....St. Ignace
Blaess, Matilda .....Saline
Blessing, Margaret .....Jefferson, O.
Boelio, Lue .....Greenville
Bostwick, Lina .....Grand Rapids
Bowman, Isaiah .....Brown City
Boyce, Minnie .....Kalamazoo
Bradley, Alta Dora.....Ypsilanti
Broehm, Clara .....Wayne
Brown, Agnes E.....Coopersville
Borchardt, Minnie .....Menomiee
Borchardt, Carrie .....Menomiee
Bugden, Jennie .....South Haven
Burns, Katharine .....Jackson
Burston, Carrie .....Cadillac
Callow, Irene .....Pontiac
Carter, Edith A.....Flat Rock
Catton, Nellie M.....Benzonia
Cavanaugh, Catherine .....Detroit
Chapman, Kate M.....Chelsea
Chestnutt, Rowena .....Fort Benton, Mont.
Christian, Lelia B.....Chesaning
Colby, Grace M.....Armada
Compton, Mary E.....Toledo, O.
Conley, Anna C.....South Lake Linden
Cook, Eliza H.....Owosso
Cornish, Mildred G.....Lawton
Crawford, S. E.....North Branch
Cryderman, Leila A.....Detroit
Culbertson, Ethel.....Charlotte
Cullinine, Anne J.....Benton Harbor
Curry, Louise .....Ionia
Davis, Ethel A.....Lansing
Davis, Julia A.....Allegan
Dekker, Marie .....Zeeland
Dekker, Mattie .....Zeeland
Dennis, Leone B.....Ann Arbor
Dennison, Bertha .....Millburg
Dickinson, Florence .....Grand Haven

Dishong, C. Gay.....Morley
Dockery, Ethel .....Rockford
Dorr, Edna .....Grass Lake
Doty, Jessie R.....Ionia
Doty, Nina .....Pontiac
Downing, Hilda .....Harbor Springs
Dumphrey, Daisy .....Battle Creek
Dumphy, Bessie .....Croswell
Durham, Mabel .....Rockland
Earle, Louise .....Ypsilanti
Empson, Ethel .....Gladstone
Fast, L. Wade.....Sparta
Fay, Carrie E.....Spencer, Iowa
Feese, Gertrude .....Three Rivers
Ferris, Effah .....Whitehall
Field, Zell M.....Kalamazoo
Finch, Minnie .....Hillsdale
Fischer, Amelia M.....St. Clair
Fisher, Max M.....Sand Hill
Flanelly, Mary .....Ludington
Fox, Ethel M.....Columbiaville
Fribley, Laura .....Big Rapids
Fribley, Sarah .....Big Rapids
Fridborg, Hildor .....Ishpeming
Frith, Susan F.....Grand Ledge
Gage, Nina M.....Green Oak
Gage, Una .....Green Oak
Gainsley, Grace .....Ann Arbor
Gamertsfelder, Carrie .....Helmick
Garlock, Millie A.....Howell
Garratt, La Verne.....Watervliet
Gaul, Theodore J.....Tawas City
German, Carrie Belle.....Ypsilanti
Gibbs, Charles W..... Weidman
Glanville, Olive .....Lake Linden
Glas, Albert W.....Flat Rock
Goheen, Edna .....Eaton Rapids
Goldsmith, John D.....Plainwell
Goodwin, Rhea .....Colon
Greenaway, Eleanor .....Fowlerville
Greenaway, Fern .....Fowlerville
Greene, Mrs. Clarence.....Ypsilanti
Green, Mabel E.....Ypsilanti

Graham, Albert ..... Delray
Graham, Edna B..... Woodmere
Grigg, Edith ..... Flat Rock
Gutchess, M. Lena ..... Almont
Grocock, Emma Albertson..... Menominee
Hall, Zella ..... Battle Creek
Hamill, Birt M..... Shelby
Hadley, Ethelyn ..... Litchfield
Hare, Jessie Mae..... Bellevue
Hartley, Mollie ..... Lansing
Harper, Audrid ..... Ypsilanti
Harding, Mary E..... Hillsdale
Harris, Edna C..... St. Johns
Hayes, May ..... Reed City
Hayward, Jason ..... Morocco
Hazen, Ruby ..... Marine City
Heesen, Mary Grace..... Tecumseh
Hendry, Frank ..... Ypsilanti
Henley, Ellon ..... Jackson
Hess, Barbara ..... Elsie
Heth, M. Josephine..... Grand Rapids
Hicks, Curry S..... Eaton Rapids
Hitchcock, Isa ..... Manistee
Hoare, Esther E..... Elk Rapids
Holbrook, Edith ..... St. Johns
Holdridge, Fannie ..... Detroit
Holden, Stella ..... Charlotte
Holman, May ..... Rockland
Holmes, Anna B..... Ypsilanti
Holmes, Nellie ..... Ypsilanti
Howard, Cornelia ..... Ypsilanti
Howard, Nina ..... Bancroft
Hoyt, Willard ..... Ypsilanti
Hubel, Grace ..... St. Clair
Huntington, Elizabeth ..... Jackson
Itsell, Lillie ..... Howell
Jackson, Charles H..... Plainwell
James Bessie M..... South Lake Linden
Jardine, Alice D..... Chicago, Ill
Jensen, Frank ..... Pentwater
Jilek, Frances ..... Menominee
Johnson, Coral J..... Burlington
Jones, Mattie B..... Edmore

Jones, Margaret.....Sault Ste. Marie
Jordan, Charles B.....Morrice
June, Eva .....Mecosta
Katen, Helen .....Greenville
Katz, Frederic J.....Burlington
King, Charlotte .....Ypsilanti
Kingsbury, Alberta .....Cassopolis
Kinnee, Ida Ethel.....Detroit
Kinsel, Ida M.....Ithaca
Kirby, J. N.....Volinia
Klingman, Fredrika .....Ann Arbor
Knevels, Madge V.....Chase
Knight, Ernest E.....Elsie
Knowles, Clara .....Ludington
Kotvis, Jeannette E.....Grand Rapids
Kruse, B. F.....Francisco
Lament, Elizabeth .....Detroit
Landon, Angie .....Hart
Lankton, Julia .....Grand Ledge
Lonsby, Ida .....Mt. Clemens
La Rue, Donna .....Saline
Laurie, Bertha .....Ypsilanti
Lawton, Genevieve .....Lawton
Leddick, Clayton .....Sheridan
Lee, Bertha .....Lowell
LeRoy, Sara E.....Pontiac
Lilly, Pearl .....Allegan
Lewis, Jennie .....Ypsilanti
Lockwood, Mildred .....Washington
Longenecker, Anna M.....Otsego
Lonsby, Carolyn.....Mt. Clemens
Lonyo, Daisy .....Detroit
Loomis, L. Elta.....Ypsilanti
Lorenz, Josephine .....Iron River
Louwerse, Christine .....Grand Rapids
McBain, Jennie .....Hickory Corners
McCarthy, Anna M.....Ypsilanti
McConnell, Nellie A.....Hartford
McCurdy, Cora A.....Mason
McDonald, Kathryn .....Au Sable
McDonough, Margaret .....Howell
McGillivray, L. Adah.....Muir
McGuinnis, Clara .....Dexter

McKay, Frederic B.....Crosswell
McKenzie, Flora .....Ludington
McKenzie, C. Kate.....Sault Ste. Marie
McMullen, W. T.....Imlay City
Madison, Frances .....Bellevue
Mann, Alice J.....Hudson
Marsh, Lora .....Fenton
Maugh, Ethel .....St. Clair
Meeks, Ida V.....Danville, Ill.
Merrick, Mabel M.....Memphis
Merrifield, Zella E.....Union City
Miller, Mabel G..... .....Howard City
Milliken, Bruce .....Port Huron
Mohr, Eva E.....Blissfield
Moloney, Ella .....Hudson
Morgan, George G.....Coloma
Morris, Eva .....Belding
Morris, Wilbert .....Cross Village
Morton, Minnie M.....Mariette
Moulton, M. Myrtle.....LeRoy
Mudge, Harriet .....Grand Ledge
Munson, Hattie .....Ypsilanti
Murray, Ora W.....Grand Haven
Musselman, W. J.....Lexington
Nekervis, Susie .....Calumet
Nester, Mary A.....Lake Linden
Nicholas, Carrie..... Jackson
Nicholls, Mildred .....Opechee
O'Connor, Emma .....Port Huron
O'Connor, William J.....Port Huron
O'Dwyer, Bess .....Jackson
Orr, Myrtle M.....Cass City
Osborn, Mary E.....Lapeer
Osborne, Sadie .....Albion
Parker, Charlotte .....Charlotte
Paton, Marion L.....Imlay City
Patterson, Louise .....Charlotte
Pattison, Grace A.....Ypsilanti
Pattee, Blanche Evelyn.....Morenci
Paulson, Thora .....Amble
Paxton, Leona S.....Marshall
Payne, Lena .....Owosso
Payne, Gertrude .....Coopersville
Perkins, Annie M.....Memphis

Peck, Edna C.....Thornton
Phillippi, Charlotte.....Three Oaks
Pierce, Frank .....Oxford
Pinney, Christine H.....Vernon
Pitts, Mabelle L.....Centerville
Pomeroy, Hazel .....Jonesville
Plowman, Ethel F..... Grand Ledge
Pomeroy, Hazel .....Jonesville
Preble, Edward F.....Niles
Priest, Helen .....Evart
Purkiss, Ara J.....Lexington
Quackenbush, M. Belle.....Imlay City
Radeke, Julia C.....Grand Rapids
Read, Edna Mabel.....Ann Arbor
Reinhold, Robert .....Reed City
Renwick, May E.....Calumet
Reis, Elizabeth .....Houghton
Replogle, Minnie B.....Hastings
Riecker, Martha M.....Lincoln
Rivett, B. J.....Shepherd
Roberts, Mae .....Marine City
Rogers, Linnie A.....Saline
Roosa, Nettie .....Marshall
Rose, Zaida .....Washington, D. C.
Rosenfield, Benjamin .....Grand Rapids
Ross, Lucile .....Ypsilanti
Ross, Agnes .....Battle Creek
Ross, Esther .....Calumet
Russell, Mella O.....Lansing
Sackett, Theata .....Bellevue
Sawdon, Jonas.....Chevington
Schlanderer, Emilie M.....Ann Arbor
Seamans, Frances .....Grand Rapids
Shaw, Elwood .....Vassar
Shaw, Addie .....Lansing
Sherrard, Anna .....Homer
Shields, Mona .....Traverse City
Shores, Juanita R.....St. Louis, Mo
Silk, Nellie E.....Hillsdale
Simmons, Ira N.....Armada
Simmons, Mary .....Allegan
Simons, Annie Cecelia .....Ypsilanti
Skillen, Mary .....Iron Mountain
Smith, Florence E.....Ypsilanti

Smith, Lula Mae.....Owosso
Smith, Genevieve .....Lansing
Smith, Nellie A.....Rives Junction
Smith, Pearl Ira.....Durand
Snell, Ida L.....Charlotte
Spalding, Florence .....Lyons
Spalding, Bessie .....Richland
Spore, Viva .....Union City
Stapleton, Viva .....Ovid
Steele, Ina .....Grand Rapids
Steere, Edith A.....Ann Arbor
Stewart, Bertha .....Bellevue
Stevens, Mabel .....Portland
Stevens, Jennie .....Hadley
Sundberg, Mamie E.....Ypsilanti
Sweet, Helen M.....Detroit
Tait, Bertha .....East Tawas
Thompson, Mary L.....Ann Arbor
Trankler, Alta .....Grand Rapids
Troub, Wm. O.....Ypsilanti
Valentine, Lulu M.....Saline
Van Hess, Frances E.....Zeeland
Walsworth, Adelbert .....Fremont
Washburn, Edward R.....Hastings
Weldon, Pearl .....Eaton Rapids
Whalley, Nympha .....Kalkaska
Wheeler, Lorle Alice .....Petersburg
White, Carolyn .....Otsego
White, Grace Alean .....Ann Arbor
Whitcomb, Edith .....Plainwell
Whitney, Edward S.....Port Sanilac
Wiggins, Anna .....Saginaw, W. S.
Wilkinson, Bridgid .....Jonesville
Wilson, Lou Lydia.....Adrian
Wise, Loleata Anna .....Detroit
Woodard, Nellie M.....Elsie
Woodbury, Flora E.....Ypsilanti
Worcester, Alpheus A.....Springport
Worden, Lillian .....Charlotte
Worden, Gertrude .....Hillsdale
Youells, Avy .....Flushing
Young, Lou Anna.....Mt. Clemens
Youngreen, Mina A.....Whitehall
Zagelmeier, Grace .....Hastings
Zoeller, Elizabeth.....Saginaw, W. S.

POST GRADUATES

Carroll, Effie ..... Greenville
Eagle, Mabel ..... Ypsilanti
Ferguson, Alfred ..... Grass Lake
Gibson, Mamie ..... Ypsilanti
Harter, Nellie ..... Reed City
Harnack, August ..... Ypsilanti
Hoyt, Cheever ..... Walled Lake
Jones, Austin ..... Milan
Lambie, Anna ..... Ypsilanti
Lawrence, Harriet ..... Ypsilanti
Lawrence, Mabel Oliff ..... Ypsilanti
McArdle, Mary E ..... Tecumseh
Parkins, Almon E ..... Rattle Run
Pheil, Florence ..... Coleman
Thomas, Eleanor ..... Ypsilanti
Ward, Frances ..... Battle Creek
Wortley, Myrtelle ..... Ypsilanti

DEGREE STUDENTS

Ferguson, Alfred ..... Grass Lake
Harter, Nellie ..... Reed City
Hoyt, Cheever ..... Walled Lake
Jones, Austin ..... Milan
Lambie, Anna ..... Ypsilanti
McArdle, Mary E ..... Tecumseh
Parkins, A. E ..... Rattle Run
Rivett, Byron J ..... Shepherd
Snowden, Alice Eddy ..... Ypsilanti
Thomas, Eleanor ..... Ypsilanti
Ward, Frances ..... Battle Creek

SPECIAL STUDENTS

Claus, Edwin ..... Detroit
Fulton, C. W ..... Ypsilanti
Jones, Jennie ..... Reading
Laird, Jessie ..... Ypsilanti
Lawrence, Grace ..... Ypsilanti
Lewis, H. Adelaide Cloyes ..... Ypsilanti
Lowrey, Daisy M ..... Ypsilanti
MacGregor, Alice ..... Ypsilanti

Merriett, Elizabeth ..... Rondo
Miller, Minnie ..... Saginaw
Mogford, Irene ..... Ypsilanti
Peet, Max M ..... Iosco
Robb, Mary ..... Oak Grove
Shutts, Genevieve ..... Ypsilanti
Strang, Belle ..... Ypsilanti
Struble, Mabelle ..... Ypsilanti
Swaine, Jessie ..... Ypsilanti
Van Cleve, Kate ..... Ypsilanti
Weed, H. Verne ..... Lake Odessa
Woodward, Alban C ..... Milan

CONSERVATORY STUDENTS

Abbott, Grace	Organ	Ovid
Abbott, Anna	Vocal	Ovid
Ackley, Hazel	Piano	Litchfield
Adams, Pauline	Vocal	St. Johns
Alexander, Majorie	Vocal	Cleveland, Ohio
Allen, Grace D	Music and Drawing	Albion
Allen, Fay	Vocal	Ypsilanti
Austin, Grace	Vocal	Chesaning
Barnum, Millye	Piano	Iron River
Baxter, J. H.	Vocal	Oxford
Becker, Annie	Vocal	Hesperia
Benedict, Pearl	Vocal	Ypsilanti
Bennett, Lily	Piano	Grand Rapids
Benson, Lulu	Vocal	North Adams
Best, Aimee	Music and Drawing	Fingal, Ont.
Bissell, Maud	Vocal	Ann Arbor
Bissell, Elizabeth	Vocal and Piano	St. Ignace
Brabb, Clara	Piano and Vocal	Ypsilanti
Brown, La Verne H	Piano	Byron
Carr, Frances	Vocal	Pinckney
Carson, Mrs. Margaret	Vocal	Ypsilanti
Cawley, Susie	Vocal	Morenci
Chase, Alma	Piano and Vocal	Dexter
Childs, Edna	Vocal	Ypsilanti
Childs, Frances H.	Violin	Ypsilanti
Ching, Fleda	Music and Drawing	Hart
Church, Flora	Vocal	St. Johns
Clark, Ethel	Vocal	Ypsilanti
Clark, Hazel H	Vocal	Clinton

Cole, Frances R.	Music and Drawing	Ypsilanti
Cole, Lenna	Vocal	Burlington
Cole, Eva C.	Music and Drawing	Schoolcraft
Colbeck, Mary	Vocal and Piano	Wayne
Coffron, Opal	Piano	North Branch
Cook, Frances	Piano	Speaker
Cook, Ethyl M.	Music and Drawing	Montgomery
Cook, Milton	Vocal and Piano	Ypsilanti
Cornish, Hubert R.	Vocal	Saline
Cotharin, Florence	Vocal and Piano	Flint
Craft, Mattie E	Vocal	Grass Lake
Cross, Ada	Piano and Vocal	Bangor
Cushman, Mrs. Ruth	Vocal	Ann Arbor
Da Foe, Mabel	Piano	Ypsilanti
Da Ratt, Mrs. Gracia	Piano	Ypsilanti
Davis, Maude	Voice	Ypsilanti
De Pew, Inez L.	Piano	Ypsilanti
De Pue, Winifred	Vocal	Ann Arbor
Densmore, Ruth	Vocal	Ypsilanti
Denton, D S.	Violin	Gregory
De Spelder, Bertha		Greenville
Deubel, Dee	Piano	Ypsilanti
Doud, Maude	Piano	Ypsilanti
Dudley, Frances	Piano	Alba
Dyer, Mrs. Carrie	Piano	Gaylord
Eagle, Mabel	Vocal	Ypsilanti
Ellis, Winnafred	Piano	Camden
Ellison, Ruth	Music and Drawing	Battle Creek
Ellsworth, Dan	Vocal	Ypsilanti
Ellsworth, George	Vocal	Ypsilanti
Fallas, Isabel	Vocal and Piano	Grand Rapids
Forman, Frances M	Music and Drawing	Ypsilanti
Fowler, Hazel	Music and Drawing	Saline
Freeman, Mary B.	Public School Music	Ypsilanti
Fuhrman, Gertrude	Vocal and Piano	Ypsilanti
Fulton, Annie H.	Piano and Vocal	Bass River, N. Scotia
Gautier, Grace	Vocal	Lansing
Geiger, Pauline	Public School	Mt. Pleasant
Gibson, Mamie	Piano	Ypsilanti
Glas, Albert	Vocal	Flat Rock
Gleim, Elizabeth	Piano	Johnstown, Pa.
Goetz, Olga	Vocal	Grand Rapids
Goheen, M. Edna	Music and Drawing	Eaton Rapids
Goodwin, Rhea	Music and Drawing	Colon

Gray, Mrs. Annis D.	Vocal	Ypsilanti
Graham, Mary	Piano and Vocal	Red Deer, Alberta, Canada
Grover, Kate M.	Music and Drawing	Edenville
Hart, Maud	Music and Drawing	White Pigeon
Harding, Hazel	Piano	Martin
Harding, Mary	Vocal	Chicago, Ill.
Harrington, Florence	Piano	Brown City
Hayes, E. Lewis	Organ and Vocal	Reed City
Hayes, May	Organ and Vocal	Reed City
Hayden, Grace	Vocal	Paw Paw
Hazen, Ruby	Vocal	Marine City
Hendra, Mrs. Nelly	Music and Drawing	Melvin
Hendrick, Bertha	Public School	Clifford
Herrick, Mrs. Mabel	Vocal	Ypsilanti
Hilliker, Nelly	Vocal	Ann Arbor
Hoag, Maud	Vocal	Ypsilanti
Hoag, Maud L.	Piano	Rice Lake, Wis.
Hooker, Bessie	Music and Drawing	South Lyon
Hornung, Myrtle	Violin	Howell
Howe, Nora	Piano and Vocal	Howell
Howe, Leone	Piano	Ypsilanti
Howard, Evalyn	Piano	Stevensville, Mont.
Hoyt, Millard	Vocal	Ypsilanti
Huntington, Elisabeth	Vocal	Jackson
Hunter, Lura	Vocal	Ypsilanti
Irwin, Christina	Piano	Ypsilanti
Johnson, Sylvester	Violin	Ypislanti
Kelley, James J.	Vocal	Carlton
Kennedy, W. T.	Vocal	Stockbridge
Kerr, Mrs. James E.	Vocal	Cleveland, O.
Killian, Louis	Violin	Ypsilanti
Kirk, Sadie R.	Piano and Voice	Vassar
Knauph, Inez	Vocal	Three Rivers
Lappeus, Lillian	Piano	Ypsilanti
Lawson, Laura	Public School	Weston, W. Va.
Lewis, Evangeline	Piano	Ypsilanti
Logan, Floyd	Public School	Deerfield
Lorenz, Josephine	Vocal	Ypsilanti
Lott, Florence	Piano	Elk Rapids
MacGregor, Alice	Piano	Ypsilanti
McCormick, Grace	Piano	Otter Lake
McDonnough, Margaret	Piano	Howell

McDonald, Fanny C.	Vocal	Homer
McKay, Mrs. Ethel R.	Piano	Croswell
McMillen, Floy	Vocal	Mendon
Magers, Mildred	Piano	Ypsilanti
Manderfield, Lillian	Music and Drawing	Houghton
Martin, Lulu	Vocal	Portland
Marvin, Mrs. Evalyn	Public School	Lansing
Marvin, Doris	Piano	Lansing
Mereness, Eugenie	Music and Drawing	Ypsilanti
Metcalf, Rebecca	Piano	Jackson
Mills, Susan	Public School	Mason
Mogford, Irene	Piano	Ypsilanti
Morse, Florence	Piano	Metamora
Muir, Helen	Music and Drawing	Ypsilanti
Mulholland, Bessie	Piano	Portland
Mundwiler, Haidee	Vocal	Ypsilanti
Nelson, Elsie		Ypsilanti
Nixon, Rose	Music and Drawing	Bellaire
Nowlin, Mina	Vocal	Ypsilanti
Olds, Mollie	Violin	Green Oak
Oliff, Edith	Public School	Clio
Orbison, Anna	Public School	Ithaca
Peabody, Clara	Vocal	Ypsilanti
Pearl, Lilia	Music and Drawing	Cheboygan
Pease, Helen	Piano	Ypsilanti
Peet, Gertrude	Vocal	Ypsilanti
Pheil, Florence	Piano	Coleman
Phillips, Ruby S.	Music and Drawing	Ypsilanti
Philp, Martha	Vocal	Verona Mills
Phillipi, Charlotte	Vocal	Ypsilanti
Poste, Maud	Vocal	Constantine
Quigley, Madge	Piano	Ypsilanti
Redding, Mrytle	Public School	Benzonia
Reynolds, Ione	Music and Drawing	Paw Paw
Reynolds, Minnie	Piano	Hesperia
Roberts, Mrs. D. H.	Piano	Ypsilanti
Ross, Lucile	Vocal	Ypsilanti
Rowley, Agnes J.	Piano	Leonard
Satterla, Bruce	Violin	Howell
Schluchter, Edna G.	Piano	Sebawaing
See, Gertrude	Public School	Midland
Seligman, Jane	Vocal	Kalamazoo
Sherwood, Arthur	Vocal	Ypsilanti
Smafield, Myra	Violin	Brown City

Smith, Ruth O.	Piano	Ann Arbor
Smith, Marion	Organ	Cadillac
Smith, Lorinda	Piano	Marlette
Smith, Geneva	Piano	Ypsilanti
Smith, Minnie	Piano	Marlette
Spalding, Laura	Vocal	Lyons
Spore, Viva	Music and Drawing	Union City
Stanger, Jonathan	Vocal	Ann Arbor
Stellwagen, E. Louise	Vocal	Wayne
Stitt, Bert	Vocal	Van Cleve
Sweezy, Helen	Vocal	Saline
Tompkins, Edna E.	Piano	Colon
Trim, Lulu	Vocal	Ypsilanti
Van Cleve, Antoinette	Violin	Ypsilanti
Vroman, Edna J.	Music and Drawing	Vicksburg
Vroman, Winnie	Vocal	Vicksburg
Wakefield, Ella	Vocal	Howell
Wallace, Mrs. W. H.	Vocal	Ypsilanti
Ward, Frances	Piano	Battle Creek
Weston, Genevieve	Vocal	North Branch
Westphal, Alma	Piano	Three Rivers
Wheeler, Sadie	Vocal and Piano	Manton
Whitmire, Tony	Vocal	Ypsilanti
Wilkinson, Tilla	Music and Drawing	Detroit
Wilber, Mrs. Fred	Vocal	Ypsilanti
Wilton, Ada B.	Music and Drawing	Flint
Willets, Estelle	Vocal	Ypsilanti
Williams, Abby	Piano	Manton
Wilson, Stanley	Vocal	Marlette
Winton, Claire J	Piano	Williamston
Wortley, Ellen C.	Vocal	Ypsilanti
Wortley, Myrtelle	Vocal	Lansing
Zagelmeier, Grace	Music and Drawing	Hastings

POST-GRADUATES

Beardslee, Belle	Piano	Ypsilanti
Bostick, Arthur	Piano	Ypsilanti
Brown, Howard	Vocal	Ypsilanti
Ellis, Fred	Vocal	Ypsilanti
Fitch, Edna	Piano	Howell
Gareissen, Isabella	Vocal	Ypsilanti
Halladay, Nella	Vocal	Ypsilanti
Halladay, Marta	Piano	Ypsilanti

Meyers, Mrs. Harry A.	Organ	Ypsilanti
Pratt, Ruby	Vocal	Ypsilanti
Riblet, Donna	Vocal	Newaygo
Strong, Frances	Organ and Piano	Ypsilanti
White, Minor	Piano	Ypsilanti

STUDENTS ENROLLED IN SUMMER SCHOOL. JULY, 1903.

Ableson, Margaret ..... Plymouth
Ackerman, Frank ..... Union City
Ackley, Hazel M ..... Litchfield
Albert, William Leon ..... Kalkaska
Alexander, Sara ..... Lexington
Alexander, Effie ..... Addison
Alford, Elizabeth ..... Grand Rapids
Allen, Lottie ..... Albion
Allen, Mary E ..... Marshall
Allen, Nettie ..... Maysville
Allison, Grace E ..... Cheboygan
Allison, Clara J ..... Saginaw
Alward, Orill ..... Ann Arbor
Alward, Glen D ..... Ann Arbor
Andrews, Elsie V ..... Grand Haven
Armstrong, Maude ..... Welcott, N. Y.
Arnold, Vivian ..... Jamestown
Ashton, Bessie L ..... Kalamazoo
Atkinson, F. H ..... Reese
Austin, Olivia ..... Whitehall
Babbitt, Jean M ..... Ypsilanti
Bacon, Charlotte E ..... Chelsea
Ball, Stella G ..... Ypsilanti
Ballard, Melvina ..... Coopersville
Bammel, Romelda Grace ..... Bay City
Banghart, Carroll ..... Mayville
Barden, Effie E ..... Lansing
Barlow, Edna ..... Ypsilanti
Barnes, Mae E ..... Algonac
Barnum, Mary E ..... Homer
Barr, Jessie ..... Greenville
Barton, Jennie C ..... Big Prairie
Bates, Frank ..... Nettle Lake, Ohio
Bates, Guy E ..... Nettle Lake, Ohio
Bates, Mabel F ..... Detroit
Baty, Minnie ..... Saline

Baxter, J. H.....Oxford
Bay, Marion .....Blissfield
Beard, Anna S.....Huntington, Conn
Beardsley, L. May.....Ypsilanti
Becker, Laura M.....Gallopville, N. Y.
Behan, Agnes .....Crystal Falls
Bellow, Luanna L.....Port Sanilac
Benedict, Grace .....Ionia
Benge, Lea .....Quincy
Benjamin, Ellen .....Fowlerville
Benjamin, Elsie Gertrude..... Flushing
Bennett, Hannah R.....Freeport
Bennett, Lily E.....Freeport
Bennett, Susie .....New Hudson
Benson, Lulu E.....North Adams
Bergin, Carrie ..... Ypsilanti
Besley, Lena Louise.....St. Johns
Bierkey, Mary .....St. Joseph
Bierkamp, George .....Wyandotte
Bierkamp, Mary .....Wyandotte
Biery, Harriet .....Camden
Birch, Mabel .....Bay City
Bishop, Florence .....Eaton Rapids
Bishop, Louise .....Galesburg
Blackney, Mabel .....Clio
Blaine, Fannie .....Williamston
Blue, Della C.....Defiance, Ohio
Bolton, Hattie .....Marlette
Borghardt, Florence A.....Dayton, Ohio
Brado, Marie .....Quincy
Braley, Wm. N.....Plainfield
Bray, Caroline B.....Okemos
Bray, Mary Ethel .....Ypsilanti
Brennan, Katherine ..... Detroit
Brockway, Mary .....Allen
Broecker, Richard W.....Hadley
Broesamle, Anna .....Greenville
Bross, Lillie .....Dexter
Broughton, Elizabeth .....Middleville
Browne, Joseph .....Howell
Brown, Lefa .....Plymouth
Brown, Nellie E.....Hillsdale
Brunt, Elma Dora.....Temperance
Bryant, Marcia L.....Port Huron

Bryant, L. Maude ..... Port Huron
Bryant, Myrtis ..... Cheboygan
Burke, E. A. ..... Willow
Burlingame, Augusta ..... Cadillac
Burnett, Winifred ..... Pinckney
Burns, Katherine ..... Jackson
Burr, Bertha ..... Utica
Burt, Orpha D. ..... Pontiac
Butler, Martha A. ..... Detroit
Butts, Vera M. ..... Lapeer
Byrkett, Docia C. ..... Troy, Ohio
Byrne, Mary V. ..... Pinconning
Cady, Alice ..... Troy, Ohio
Callow, Iren ..... Pontiac
Campbell, Celia ..... Troy, Ohio
Carpenter, Beulah M. ..... Sebawaing
Carpenter, C. D. ..... Bronson
Carpenter, Florence L. ..... Jackson
Carpenter, G. C. ..... Mendon
Carr, Francis D. ..... Pinckney
Carter, Carrie L. ..... Newaygo
Carter, Howard G. ..... Casstown, Ohio
Case, Clio B. ..... Jonesville
Case, Julia A. ..... Cresco
Castle, Caroline S. ..... Three Rivers
Castle, Earl William ..... Ann Arbor
Cavanaugh, A. W. ..... Detroit
Cawood, Kate ..... Marlette
Cawood, John ..... Marlette
Champion, Elle ..... Niles
Chapin, Leora ..... Laingsburg
Chapin, Alice C. ..... Eden
Chapman, C. W. ..... Fowlerville
Chapman, Estelle M. ..... Fowlerville
Chapman, Grace C. ..... St. Joseph
Chapman, Ivan E. ..... Ypsilanti
Chase, Beulah ..... Linden
Chase, Nellie M. ..... North Branch
Chestnutt, Rowena N. ..... Fort Benton, Montana
Chestnut, Katharine ..... Hillsdale
Church, Flora Evelyn ..... St. Johns
Church, Winifred ..... Sturgis
Clarke, Ethel M. ..... Ypsilanti
Clarke, Hattie M. ..... Otter Lake

Clarke, Helen E.....Merrill
Clark, Mayme .....Ypsilanti
Clark, M. V.....Lapeer
Clark, Sara Angeline .....Otter Lake
Clarkson, Elizabeth .....North Branch
Cleveland, Gladys E.....Marion, Ohio
Clinton, Theresa .....Sand Hill
Clouse, Margaret.....Picway, Ohio
Cochrane, Ada J..... St. Johns
Colby, Alta A.....Perry
Cole, Amy .....Ypsilanti
Cole, Lenna D.....Burlington
Cole, Nina D.....Hillsdale
Coleman, Lela .....Attica
Compton, Mrs. Mary.....Toledo, Ohio
Conklin, Rena .....Charlotte
Congdon, Nellie G.....Chelsea
Connell, Agnes B.....Lima, Ohio
Cook, Bessie R.....Montgomery
Cook, I. Milton.....Ypsilanti
Copley, Eva .....Dowagiac
Corner, Katherine M.....Jeddo
Cornish, Hubert R.....Saline
Cottrell, Ethel C.....Vassar
Covault, Lena .....Casstown, Ohio
Cox, Louise .....Ypsilanti
Craft, Christinia .....Cortland
Craft, Mattie E.....Grass Lake
Crandall, Clayton .....Union City
Crane, Edith .....Fenton
Crittenden, James C.....Portland
Crook, Ernest E.....South Rockwood
Cronk, Fannie B.....Bellevue
Crosby, Mattie .....Linden
Cross, Genevieve .....Ypsilanti
Cross, Mabel L.....Ypsilanti
Culp, Edith .....Constantine
Curry, Pearl .....Lansing
Daugherty, Anna M.....Mariette
Davidson, Alice M.....Port Huron
Davidson, Grace Anna.....Kendallville, Ind
Davidson, Josephine .....Pontiac
Davidson, Mary .....Pontiac
Davis, Etta .....Sunfield

Davis, Julia A.....Ypsilanti
Davis, Lotta .....Reading
Davis, Lucy .....Flint
Davis Olive .....Fenton
Day, Georgia E.....Charlotte
Dayton, Willard E.....North Branch
Deam, Effie .....Benton Harbor
Dean, Jeannette .....Girard
Dell, Katherine .....Woodbury
Dennis, Rose B.....Decatur
Denton, Mina H.....Sturgis
Devin, Esther L.....Buchanan
De Voe, Una E.....Ypsilanti
Dieterle, Marie .....Saline
Divine, Myrtle .....Ypsilanti
Dombaugh, Alice Louise.....Marion, Ohio
Doty, Jessie R.....Ionia
Doud, Maude N.....Ypsilanti
Driver, Verna .....Lima, Ohio
Duckwall, Agnes .....Dayton, Ohio
Duckwall, Ruth .....Germantown, Ohio
Dudley, Frances .....Alba
Dumphy, Ethyl E.....Croswell
Duncan, Grace G.....Dowagiac
Dunn, Carrie L.....Port Huron
Dwyer, Florence C.....Hudson
Eck, Katherine .....Wolverine
Eddy, Leo L.....Sherwood
Eldred, Ada B.....Battle Creek
Elliott, Ina Chloe.....Ypsilanti
Ellis, Winnâfred .....Camden
Ellis, Lucy .....Meade
Evans. Elizabeth .....Yale
Fairchild, William .....Mackinaw City
Falconer, Mertie .....Ypsilanti
Faucher, Denis A.....Saginaw
Faucher, Margaret .....Saginaw, W. S.
Fay, Carrie E.....Spencer
Feemster, Lucy .....Spencer, Ohio
Felker, Claude .....Parkville
Ferrigan, Alice J.....Milford
Ferrigan, Gertrude .....Milford
Ferris, Daisy .....Marion, Ohio
Ferris, Georgia .....Detroit

Field, Mabel D.....Eaton Rapids
Field, Zell M.....Kalamazoo
Fisher, Livonia .....Horton
Fisher, Nellie .....Ishpeming
Fitch, May E.....Marlette
Fitzpatrick, May .....Memphis
Fitzsimmons, Mabel .....Reading
Fletcher, Fannie .....Ypsilanti
Fletcher, Rachel V.....Ypsilanti
Foster, C. R.....Big Rapids
Foster, George .....Keeler
Fox, Ethyl M.....Columbiaville
Fox, Edward J.....Williamston
Frank, F. B.....Reading
Frary, Eva B.....Conklin
Frary, Mary G.....Lisbon
Freeland, Eleanor M.....Marion, Ohio
Freeland, Isabelle.....Marion, Ohio
Fridborg, Hildor .....Ishpeming
Frostic, Fred Watson.....Coldwater
Fullerton, Eva D.....Galesburg
Gage, Nina M.....Green Oak
Gainard, George E.....Milan
Gainsley, Grace L.....Manchester
Galleher, Ethel .....Three Rivers
Garlinghouse, Ethelyn .....Tecumseh
Garrison, Edith .....Fremont
Gaskell, Eugene R.....Medina
Gass, O. M.....Flat Rock
Gaul, Theo. J.....Tawas
Gauthier, Grace .....Detroit
Geer, Florence .....Ypsilanti
Germaine, Genevieve .....Muir
Gibbs, Harley L.....Ypsilanti
Giddings, Sarah .....Galesburg
Gilhooley, Maude .....Cadillac
Gillard, Clara A.....Muskegon
Gillette, Antoinette .....Brooklyn
Glines, Edith Florence.....Okemos
Golfe, Harriet .....Mosherville
Gow, Jean .....Cadillac
Graham, Edna B.....Delray
Graves, Margaret Turner.....Jackson
Green, Florence A.....Clinton

Greene, Clarence ..... Ypsilanti
Greerson, Mary L. ..... Larium
Griffen, aRchel H. ..... Marlette
Grocock, Emma A. ..... Menominee
Gump, Edith May ..... Fletcher, Ohio
Gurd, Edith ..... Benton Harbor
Hale, Maude ..... Hesperia
Hale, Pearl ..... Hesperia
Halliwell, Myrtle E. ..... Elyria, Ohio
Halsey, Caroline ..... Marshall
Hamilton, Dora ..... Corunna
Handshy, A. B. ..... Onaway
Harbour, Maude J. ..... Crystal Falls
Harden, Lulu ..... Jackson
Harper, Audrid ..... Ypsilanti
Harrington, Nellie ..... North Branch
Harris, Helen ..... New Haven
Harris, Mamie C. ..... Fairgrove
Harris, S. Franc. ..... Williamston
Harrison, Celeste ..... Monroe
Hart, Alma ..... Mt. Clemens
Hart, Mabel ..... South Haven
Harte, Mary ..... North Muskegon
Hartshorn, Mabel ..... Rea
Hathaway, Leon O. ..... Ypsilanti
Hatton Mam,e E. ..... Farmington
Hawkes, Jessie M. ..... Galesburg
Hayward, Jason J. ..... Morocco
Henderson, Gertrude ..... Pontiac
Henry, Ada ..... Germantown, Ohio
Herron, Edith ..... Port Huron
Herron, Maude ..... Newaygo
Hickey, John ..... Michigamme
Higgins, Lora D. ..... Defiance, Ohio
Higgins, Stella ..... Bellevue
Hoag, Adelia ..... Springport
Hoag, Amy ..... Springport
Hogan, Agnes ..... Detroit
Holbrook, F. W. ..... Ionia
Holmes, Edith A. ..... Auburn
Holmes, Mary E. ..... Auburn
Holmes, Nellie L. ..... Ypsilanti
Holton, Helen ..... St. Johns
Honey, Cora ..... Hastings

Hoolihan, Rilla ..... Reading
Hoorens, Maude ..... Goshen, Ind
Hoopengarner, S. Leola ..... Bronson
Hoops, Edith B ..... Wayne
Hoppe, Josephine M ..... Saginaw
Hopphan, Margaret ..... Lansing
Horn, Mary ..... Imlay City
Hornsby, Lee ..... Traverse City
House, Virginia ..... Big Rapids
Howard, Charlotte M ..... Jackson
Howard, Frank E ..... Orange
Howard, Nina M ..... Bancroft
Howe, Martha ..... Flint
Hoyt, Willard ..... Ypsilanti
Hubbard, Grace ..... Grandville
Hughes, M. Pearl ..... Fowlerville
Hungerford, V. R ..... Decatur
Hunter, Irving ..... Ypsilanti
Hurlburt, Beryl ..... Tawas City
Hurst, Jeanie B ..... Henderson
Husted, E. Helen ..... Vassar
Hutson, Bertha ..... Ypsilanti
Jackson, Marion S ..... Croswell
James, Lionel L ..... Coloma
James, Mae M ..... Jackson
Jenkins, May S ..... Saginaw
Jensen, Frank ..... Pentwater
Johnson, Clara S ..... Fort Smith, Arkansas
Johnson, Coral ..... Union City
Johnson, Ruth ..... Howell
Johnston, Bertha ..... Marcellus
Jones, Ella ..... Grand Rapids
Joslin, Ada B ..... Petoskey
Joy, Lydia O ..... Plymouth
Kane, Etta ..... Cadiz, Ohio
Katen, Isabella ..... Greenville
Katz, F. J ..... Ypsilanti
Katz, Olive ..... Ypsilanti
Kaufman, Maude ..... Bellevue, Ohio
Kaufman, Nellie ..... Bellevue, Ohio
Kehoe, W. J ..... Tawas City
Kelley, Katherine ..... Hartland
Kellogg, Marion ..... Nashville
Kelsey, Vena ..... Ypsilanti

Kerr, Anna T.....Birch Run
Kimball, Zoe P.....Ypsilanti
Kinnee, Ida E.....Detroit
Kirk, Lizzie J.....Fairgrove
Kirk, Mattie .....Vassar
Kirk, Sadie P.....Fairgrove
Kirby, J. N.....Galesburg
Kirby, W. G.....Volinia
Kirby, Mrs. W. G.....Galesburg
Klenk, Mabel .....Sparta
Klenk, Marguerite .....Sparta
Klose, Libbie M.....Grand Rapids
Knapp, Lillian .....Otsego
Knauph, Inez .....Three Rivers
Kniffen, C. L.....
Knight, Edith M.....Decatur
Koeder, Lydia .....Saline
Koonsman, Ottie .....Lansing
Kyte, Mabel .....Saline
Lake, James G.....Sault Ste. Marie
Lake, Marian E.....Girard
Lamb, Lora .....Reading
Lamb, Lottie L.....Hartland
Lambie, Anna .....Ypsilanti
Landis, Mabelle .....Woodland
Lane, Bertha .....Millington
Lane, Nellie M.....Marlette
Laraway, Lou G.....Plymouth
Lareva, Bernice .....Hesperia
Lasher, Bertha May .....Fowlerville
Lau, Anna..... Ypsilanti
Laurie, Bertha .....Ypsilanti
Leddy, Dora .....Ypsilanti
Leech, Matilda H.....Blairesville, Pa
Leeman, Mary V.....Chelsea
Lenk, Harry .....Marlette
Lennox, Abbie L.....Millington
Leonard, Camille I.....Erie
Le Valley, Effie.....Caro
Lilly, Pearl .....Allegan
Linton, Edith F.....Laingsburg
Lloyd, Alice .....Sturgis
Lockhart, Alma .....Ypsilanti

Lockhart, Beatrice ..... Ypsilanti
Lockwood, Clara ..... Portland
Lockwood, Mildred ..... Washington
Long, Elsie Almayda ..... Coldwater
Long, Mary Lena ..... North Fairfield, Ohio
Loomis, L. Elta ..... Ypsilanti
Losey, Katherine R ..... Monroeville, Ohio
Louwerse, Christine ..... Grand Rapids
Louch, Louie B ..... Clare
Loveland, E. O ..... Tower, Minn
Maegle, Minnie ..... Ypsilanti
Magary, May G ..... Croswell
Manary, Eleanor P ..... West Bay City
Mann, Lula ..... Williamston
Marks, Nella M ..... Townley
Marsh, Harriet ..... Detroit
Martin, Emma ..... Portland
Martin, Julia ..... Portland
Martin, Persis L ..... Ann Arbor
Matthews, Edna B ..... Novi
May, Milla ..... Port Huron
Mayberry, Grace E ..... Conneaut, Ohio
Merigold, Jessie A ..... Port Huron
Mero, Jennie M ..... Ludington
Merriman, Edythe ..... Reading
Metz, Rose Christine ..... Albion
Meyers, Albertina ..... Peru, Ind.
Metz, Rose C ..... Albion
Meyers, Jessie ..... Burlington
Miller, Hiram ..... Detroit
Miller, May E ..... Buchanan
Mitchell, Clara ..... Troy, Ohio
Moden, A. E ..... Ypsilanti
Moeller, Julius H ..... Hillsdale
Moehlman, Nellie D ..... Detroit
Monk, Alice M ..... Albion
Monks, M. Lila ..... Pinckney
Montague, Etta M ..... Ovid
Montgomery, Nellie A ..... Hillsdale
Moore, Bessie ..... Hillsdale
Moore, Sarah Louise ..... Marlette
Moorhouse, Gertrude ..... Edenville
Morey, Frances M ..... Reading
Morford, Harriet ..... Caro

Morgan, Catherine ..... Ypsilanti
Morgan, Tressa ..... Brooklyn
Morley, Ella O ..... Buchanan
Morris, Wilbert ..... Cross Village
Morrison, Blanche ..... Fremont
Mowers, M. Pearl ..... Portland
Muir, Helen ..... Ypsilanti
Munn, Ruth W ..... Salem
Murphy, Clare R ..... Lansing
Murray, Edwin S ..... Ypsilanti
McArdle, Mary E ..... Homer
MacArthur, Beatrice ..... Ypsilanti
McCabe, Minnie ..... Antwerp, Ohio
McCarthy, Anna ..... Ypsilanti
McCormick, Mary L ..... Gaylord
McDermott, Anna ..... Flint
McDonald, Fannie E ..... Homer
McDonald, Katherine ..... Au Sable
McGillivray, Adah ..... Muir
McGinn, Patience ..... Hubbardston
McGinnis, Laila ..... Coshocton, O.
McGinnis, Mary D ..... Pontiac
McGovern, Josephine ..... Marlette
McGregor, Mary E ..... Lapeer
McGuinnis, Clara ..... Dexter
McGuinnis, Elizabeth ..... Dexter
McKay, Ethel B ..... Croswell
McKay, F. B ..... Croswell
McKenzie, C. Kate ..... Ypsilanti
McKenzie, Minnie ..... Concord
McKenzie, Sarah ..... Yale
McKillop, Nellie ..... North Branch
McKinley, Pearl ..... Grant
McNab, Jessie C ..... Calumet
McPherson, Wm B ..... Jasper, O.
McRae, Jane ..... Larium
MacVicar, Malcom ..... Ypsilanti
Nash, Ruth ..... Lawrence
Nason, Harriet ..... Saginaw
Nester, Mary A ..... Lake Linden
Neuman, Marie C ..... Grand Rapids
Newell, Nina M ..... Yale
Nichols, Emma J ..... Rose City
Nichols, Kathryn ..... Lansing

Nicholson, Laura ..... Kalamazoo
Nielson, Eva ..... Trufant
Noble, Cecelia ..... Lowell
Oakes, Mary E ..... St. Clair
O'Brien, Mary ..... Hubbardston
O'Connor, Emma R ..... Port Huron
O'Connor, Wm ..... Port Huron
O'Dwyer, Mary ..... Jackson
O'Dwyer, Bess ..... Jackson
O'Hearn, Clara ..... Detroit
O'Neill, Julia ..... Hubbardston
Orcott, Pearl ..... Muskegon
O'Rourke, Joanna ..... Hancock
Osborne, Sadie ..... Albion
Page, Florence ..... Pontiac
Padfield, Mary ..... St. Clair
Palmer, Calista ..... Exeter
Palmer, Zelda M ..... Detroit
Parker, Nellie ..... Paine
Parker, Nora ..... Milliken
Parkins, Almon E ..... Rattle Run
Parmalee, Alice ..... Petersburg
Parmalee, Elizabeth ..... Morrice
Parmalee, Ruth ..... Petersburg
Parsons, Gertrude ..... Ypsilanti
Parsons, Mabel ..... Shelby
Patterson, Flora ..... Owosso
Patton, Nellie ..... Waters
Payne, Gertrude ..... Coopersville
Paxton, Ruby S ..... Coopersville
Paxton, C. S ..... Marshall
Pearce, Maude ..... Yale
Pemberton, Claude L ..... Tekonsha
Pemberton, Don M ..... Tekonsha
Perkins, Mary ..... Milford
Perry, Seymour W ..... Grand Blanc
Peters, Florence ..... Colon
Peters, Stella Mae ..... Petersburg
Petherick, Vida ..... Croswell
Petit, Louise ..... Port Huron
Philip, Martha ..... Varna Mills
Pickard, Ida A ..... Sutton's Bay
Pierson, Louise ..... Leslie
Pieters, Aleida ..... Fennville

Pinney, Christine F.....Vernon
Pitkin, E. N.....Belding
Pittman, Mrs. Lila .....Ypsilanti
Plunkett, Kate .....Ovid
Pohly, Verena B.....Avoca
Pomaville, Jennie .....Mt. Clemens
Potter, Alice Estelle.....Ashley, Ohio
Potter, Anna .....Marlette
Potter, Celia D.....Willis
Powers, Carrie E.....Albion
Pratt, Marion .....Fenton
Pray, Francis F.....Ionia
Preble, E. F.....Niles
Price, Belle .....Niles
Price, Clara K.....Niles
Pullen, Effie J.....Milan
Quirk, Nellie .....Ypsilanti
Randall, Charlotte .....Beloit, Wis
Rappleye, Mattie .....Ypsilanti
Ray, Emma L.....Ypsilanti
Read, Edna M.....Pittsfield
Redman, Mabel .....Harbor Beach
Reed, Ernest J.....Ypsilanti
Reed, Lulu A.....Montgomery
Reice, Stella .....Troy, Ohio
Reiff, George .....Sulphur Springs, Ohio
Reiser, Carolyn .....Woodland
Rice, H. E.....Elsie
Rickey, Mary D.....Homer
Richardson, Laura S.....Greenville
Riner, Dorothy .....Germantown, Ohio
Roberts, Lydia .....Martin
Rowley, Harvey .....Romeo
Robertson, Edith May .....Ionia
Robertson, Lulu .....Lansing
Robinson, Florence .....Mansfield, Ohio
Robtoy, Ennis C.....Ypsilanti
Rodger, Esca G.....Elmira
Rogers, Linnie .....Saline
Roper, Vida B.....Redford
Rose, Ida M.....Marshall
Rosekranz, Nina .....Auburn
Ross, Debbie .....Addison
Ross, De Forrest.....Ypsilanti

Rossman, Mary ..... Leslie
Root, Charles C ..... Breedsville
Root, Rosamond ..... Breedsville
Royce, Addie ..... Owosso
Royce, Mabel Irene ..... Sault Ste. Marie
Runyan, Mary Ellen ..... Mansfield, Ohio
Rutherford, Bertha ..... Milford
Rutherford, Inez ..... Grand Rapids
Ryan, Anna ..... St. Johns
Ryan, Katherine A ..... St. Johns
Sackett, Theata ..... Bellevue
Sage, Tilla M ..... Ypsilanti
Sampson, E. S ..... Port Huron
Sanborn, Edith ..... Decatur
Sargent, Bernice ..... Ypsilanti
Savage, Samuel P ..... Dowagiac
Sawdon, Jonas ..... Chevington
Saxton, Bessie ..... Fribley
Scales, Winifred A ..... Plainwell
Schaefer, Lenna ..... Ypsilanti
Schaible, Emma K ..... Troy, Ohio
Schamoeker, Olga ..... Coshocton, Ohio
Schell, Belle ..... Cass City
Schmid, Alma M ..... Manchester
Schmitt, F. H ..... Sebewaing
Schutt, Christina M ..... Chesaning
Schwender, Louise O ..... St. Clair
Scribner, Blanche ..... Peck
See, Nellie ..... Reading
Settle, Mary K ..... Fort Smith, Ark.
Shant, Ethelwyn ..... Pontiac
Shaw, Velma ..... Port Huron
Sheppard, Leroy ..... Marlette
Sherman, Albert E ..... Byron
Sherwood, Kate E ..... St. Joseph
Shilling, Ida M ..... Troy, Ohio
Shook, Grace E ..... Reese
Shores, Juanita ..... St. Louis, Mo
Simonds, Effie M ..... Imlay City
Simonson, Alex. B ..... Whitehall
Simonson, Sophie G ..... Whitehall
Skillen, Mary ..... Iron Mountain
Skinner, Emeline M ..... Pontiac
Slingerland, Brownie ..... Burr Oak

Smith, Bessie .....Coats Grove
Smith, Clara L.....Detroit
Smith, Chas. O.....Ypsilanti
Smith, Edna B.....St. Joseph
Smith, Florence E.....Saginaw, W. S.
Smith, Hattie .....Wichita, Kansas
Smith, Minnie, ...Marlette
Smith, Mattie .....St. Johns
Smith, Mabel .....Martin
Smith, Mary E.....Lake City
Smith, Nellie A.....Rives Junction
Snowdon, Maude .....Conemaugh, Ohio
Snyder, Ethel I.....Battle Creek
Spaller, Martha M.....Farmington
Spaulding, Mattie E.....Laingsburg
Spencer, Gertrude .....Webberville
Spencer, Nellie .....Sherwood
Sprague, Birdelle .....Jackson
Sprinkle, Roland W.....Bulah, Ohio
Stanley, Winfield .....Hillsdale
Starr, Grace .....Bangor
Stearns, Howard E.....Daggitt
Steere, Elizabeth B.....Ann Arbor
Stevenson, Helen .....Port Huron
Stevens, A. J.....Bangor
Stevens, Alice .....Jackson
Stine Elizabeth .....Cleveland Ohio
Stitt, A. C.....Ypsilanti
Stoddard, Lida .....Memphis
Stone, Blanche .....Huntingdon, Ind.
Struble, Mabel .....Ypsilanti
Sturm, Ruth .....Saline
Sundburg, Marie .....Wayne
Swain, James .....Sherwood
Swartout, Isabel .....Ionia
Sweitzer, Ada E.....Shipshewana, Ind.
Sweitzer, W. G.....Lima, Ind.
Tench, Sidney W.....Hanover
Thomas, Adelaide .....Ypsilanti
Thomas, Ethel .....Traverse City
Thomas, Mary E.....Ypsilanti
Thompson, Annie E.....Rose City
Thompson, Elizabeth .....Troy, Ohio
Thompson, Hattie .....South Haven

Thompson, Iva L.....Coldwater
Thompson, Mary L.....Ann Arbor
Thomson, Evelyn .....Ypsilanti
Thorn, Ella .....Flat Rock
Trathen, Sidney P.....Houghton
Travis, Claribel ..... Ypsilanti
Treadwell, Nettie .....Ann Arbor
Treiber, Emma E.....Niles
Tremper, Cyrus .....Pontiac
Tripp, Ada B.....Pontiac
Troub, Wm. O.....Ypsilanti
Troub, Minnie .....Ypsilanti
Turner, Juna .....Newaygo
Tupper, Inaz .....Ypsilanti
Tuttle, Rosalie .....St. Louis
Van Allsburg, John E.....Jamestown
Van Norsdall, Mae.....Constantine
Volkmer, Frances Celesta.....Chesaning
Vorce, Clara .....Ypsilanti
Wade, Garnet .....Newaygo
Wallace, Jessie .....Ann Arbor
Wallace, Wm. T.....Jonesville
Wallin, Irene .....Bay City
Walker, Ralph W .....Jefferson, Ohio
Walterhouse, Mae B.....Clinton
Watkins, S. I.....Petoskey
Watson Mae G.....Ypsilanti
Watts, Dessie C.....North Fairfield, Ohio
Wattson, M. Martin.....Alba
Weaver, A. E.....Elkhart, Ind.
Weber, Lorne W.....Elkton
Weiland, Bertha .....Troy, Ohio
Weippert, Minnie .....Henrietta
Weir, Henrietta .....Ypsilanti
Welch, Mary G.....Grand Rapids
Weldon, Pearl .....Eaton Rapids
Wells, Jessie L.....New Boston
Welsh, Katherine .....Port Huron
Wentworth, Lizzie E.....Marlette
Western, Sara .....Flushing
Westgren, Lillian .....Ishpeming
Wetterling, Mabel .....Ionia
Wheeler, Alice M.....Ypsilanti
Wheeler, Francis J.....Elk Rapids

Wheeler, Gertrude ..... Elk Rapids
Wheeler, Lorla Alice ..... Petersburg
Wheeler, Lottie ..... Petersburg
Whitcomb, Lettie A ..... Vassar
White, Bertha ..... Williamston
White, Carolyn C ..... Otsego
White, Jennie B ..... Grand Rapids
White, Winifred ..... oLwell
Whiteley, M. Mabel ..... Marlette
Whittingham, Gertrude ..... Bellevue
Whitney, Ed ..... Port Stanley
Whitney, Glendora ..... Port Sanilac
Widrig, Mabelle ..... Mt. Clemens
Wigers, Helen B ..... Port Huron
White, Winifred ..... Lowell
Willer, Bernice ..... Burr Oak
Wilber, Flora ..... Ypsilanti
Wilkinson, Tilla ..... Detroit
Willey, Edna ..... Ypsilanti
Williams, Charlotte A ..... Plymouth
Willis, Katherine ..... Wolverine
Willman, G. H ..... Muskegon Heights
Wilson, Katherine ..... Jackson
Wilson, Ella M ..... Jackson
Wilson, Elizabeth K ..... Ypsilanti
Wilson, Mabel K ..... Ypsilanti
Wilson, Sherman R ..... Union City
Winter, O. B ..... Caledonia
Wise, Loleata ..... Detroit
Withey, Enid ..... Marquette
Wright, Agnes L ..... Port Huron
Wrisley, Bessie ..... Ypsilanti
Wolcott, K. Irma ..... Hart
Wolf, Mabel C ..... Lansing
Wood, Allen F ..... Ypsilanti
Wood, Edna E ..... Saline
Wood, Rose L ..... Ypsilanti
Woodbury, Esther ..... Ypsilanti
Woodruff, Eleanor ..... Ypsilanti
Woods, Margaret E ..... Berlin
Woodward, Beatrice ..... Port Huron
Worden, Lillian ..... Charlotte
Wordleman, Emma ..... Sturgis
Wortley, Myrtle D ..... Lansing

Worts, Sarah P.....Ypsilanti
Wylie, Florence .....Shelby
Yeazel, Florence .....Troy, Ohio
Yeutter, John G.....Ogden Centre
Yeslin, Rose .....Toledo, Ohio
Yingling, Dorothea B.....Bellevue, Ohio
Young, Eda Z.....Montgomery
Young, Genevieve E.....Birmingham
Young, Katherine .....Corunna
Young, Lou Anna.....Mt. Clemens
Zoeller, Marion E.....Saginew

LIST OF GRADUATES 1902-03

DIPLOMA COURSE, LIFE CERTIFICATE

December 19, 1902

Anderson, Marion E.....St. Clair
Austin, Bertha M.....Lowell
Bird, Emma .....Charlevoix
Cook, Henrietta .....Grand Haven
Fohey, Helen .....Ann Arbor
Gordon, Donald C.....Detroit
Horner, Marion E.....Reed City
Hammond, Lulu M.....Albion
Judson, Otis L.....Montgomery
Moore, Alice E.....Ypsilanti
Markham, Harry A.....Lexington
Markham, Awildia C.....Lexington
McGillivray, Margaret .....Oscoda
McIntyre, Edith .....Bay City
Pilcher, Ellen .....Albion
Rice, E. Josephine .....Utica
Savage, Nettie .....Wakelee
Skinner, Alice .....Ann Arbor
Shaver, Frances Woodard .....Durand
Smith, Nellie E.....Ludington
Thoms, Alice M.....Ypsilanti
Van Buren, Elsie T.....Ypsilanti
Watkins, Stephen I.....Petoskey
Willsey, Frances Glen .....Cassopolis
Wood, George L.....Frankfort

FIVE YEAR CERTIFICATE

Bailey, Lillian ..... Ann Arbor
Chapman, Charles W ..... Fowlerville
Crego, Cora ..... Brooklyn
Rowland, Sarah J ..... Mt. Clemens

April 24, 1903

DIPLOMA COURSE, LIFE CERTIFICATE

Boulger, Martha L ..... Sault Ste. Marie
Bree, Mattie ..... Hancock
Buell, Clara L ..... Union City
Cady, Florence Pearl ..... Ann Arbor
Deming, Fredrika ..... Wayne
Feeley, Margaret ..... Champion
Fritz, Cecil E ..... Cass City
Hathaway, William H ..... Clare
Merritt, Carrie E ..... Yorkville
Monteith, Blanche E ..... Martin
Paton, Charlotte A ..... Lake Linden
Price, Nellie K ..... Mason
Pugsley, Katheryn ..... Albion
ReShore, Josephine Louise ..... Dowagiac
Rice Harry E ..... Elsie
Seaton, Florence ..... Almont
Turner, Edna G ..... Armada
Thomas, Ruth R ..... Portland
Woodman, Winifred ..... Paw Paw

FIVE YEAR CERTIFICATE

Burns, Hortense E ..... Detroit
Macmillan, Grace ..... Port Sarnia, Ont.
Pelant, Matilda ..... Belleville

June 24, 1903

DIPLOMA COURSE, LIFE CERTIFICATE

Abbey, Beulah C ..... Ypsilanti
Ashley, Addie M ..... Homer
Ackerman, Frank W ..... Union City
Allen, Grace H ..... Lansing
Anderson, Helene ..... Cassopolis

Abel, Arthur Alger.....Ypsilanti
Ayer, Erminda .....Manistee
Blakeman, May Rozelle.....Otsego
Blanchard, May Etta.....Epsilon
Bassett, Edith K.....Novi
Bailey, LaVerne.....Cedar Springs
Baldwin, Bertha J.....Oakwood
Baker, Flora E.....Jonesville
Barber, Emma .....Quincy
Baker, Hattie L.....Carson City
Barlow, Edna .....Ypsilanti
Brandberg, Vera H.....Ludington
Bass, Coralyn E.....Benton Harbor
Belland, Fred A.....Champion
Berry, Phy .....Quincy
Beal, Vinora .....Townley
Benjamin, Grace A.....Webberville
Bixby, Edna R.....Lapeer
Blodgett, Caroline E.....Ludington
Brown, Loretta A.....Port Huron
Brown, Lucy .....Traverse City
Buckley, Sara .....Kalamazoo
Campbell, Helen D.....Hillsdale
Cass, Isabella A.....Ann Arbor
Carter, Ethel R.....Hudson
Chapman Gertrude M.....Dexter
Clark, Adella M.....Pentwater
Carroll, Mae Belle.....Negaunee
Clark, Jessie O.....Schoolcraft
Cady, Blanche C.....Grass Lake
Clark, Juanita .....Dearborn
Carr, Lee W.....Anderson
Clement, Margaret J.....Clarkston
Comstock, Ida Grace.....Ypsilanti
Darling, Lillie A.....Almont
Day, Ransom H.....Newaygo
Day, Fannie B.....Charlotte
Dennie, Sadie .....Charlotte
Dingfelder, Zaidee L.....Jonesville
Downing, Ada J.....Calumet
Dundass, Margaret J.....Ludington
Dunker, Lora A.....Grand Rapids
Duthie May A.....Grand Rapids
Eagle, Mabel A.....Dayton, O.

Easton, Minnie ..... Dexter
Eldred, Edith M ..... Quincy
Erickson, Arthur G ..... Whitehall
Flarida, Edna ..... Reed City
Falconer Mabel ..... Charlotte
Ferguson, Alfred L ..... Grass Lake
Fisher, Vee ..... Harbor Beach
Fiske, Lea A ..... Ludington
Foster, Clio A ..... Vicksburg
Galloway, Lucy ..... Adrian
Gasser, Caroline E ..... Calumet
Gillespie, Wilmer J ..... Denton
Geer, Florence H ..... Benton Harbor
Gilmore, Roy K ..... Hart
Gibson, Hattie B ..... Ludington
Grout, Grace H ..... Paw Paw
Harmon, Laura ..... Owosso
Harris, S. Franc ..... Willimston
Hayward, Cecile ..... Eaton Rapids
Hanes, Ellen E ..... Owosso
Hathaway, Frank E ..... Clifford
Hammond, Jessie ..... San Francisco, Cal.
Herkimer, Mary O ..... Scofield
Hines, Agnes M ..... Hersey
Hischke, Ida ..... Detroit
Howe, Ethel June ..... Belding
Holden, Hope Halo ..... Bellevue
Howe, M. Mabel ..... Homer
Holt, Carol M ..... Grand Rapids
Hurd, May ..... Stanton
Iler, Helen ..... Ridgetown, Ont.
Johnson, Ruth ..... Howell
Klaassen, Katherine ..... Grand Haven
Knapp, Edna ..... Quincy
Kellogg, Clinton E ..... Middletown
Keltie, Carolyn H ..... Grand Haven
Kent, Ettriole L ..... Flint
Kelly, Katherine ..... Kinde
Knooihuizen, Grace M ..... Fowlerville
Koslowski, Elizabeth B ..... Jackson
Koenig, Lydia ..... Traverse City
Larsen, Helma ..... Kalamazoo
Lilly, Elizabeth M ..... Belleville
Linderman Winifred ..... South Haven

Lorenz, Mary ..... Iron River
Luxmore, Cora G..... Iron Mountain
Luxford, Grace B..... Manistee
Luxford, Eva E..... Manistee
Lyle, Ethel R..... Paw Paw
Marvin, Maude Hawkes..... Ypsilanti
Maronde, Marie ..... Ludington
Mead, Edith ..... Northville
Mills, Mabel D..... Tecumseh
Moloney, Mary E..... Hudson
Moehlmann, Nellie D..... Detroit
Moran, Ella L..... Harbor Beach
Moody, Zelle A..... Mason
Moyer, May Ethelyn..... Williamston
Munson, John M..... Menominee
Mullenhagen, Clara H..... Petoskey
Munro, Margaret E..... Mt. Pleasant
McKay, Jean ..... Ypsilanti
McCormick, Mary L..... Gaylord
McDonald, Ethel M..... Sault Ste. Marie
Newhouse, Eugenie ..... Grand Rapids
Nims, Bessie ..... Lexington
Nims, Claire Louise..... Lexington
Novak, Charles M..... Traverse City
Odle, Byron L..... Reed City
O'Neill, Mary C..... Hubbardston
O'Toole, E. Grace..... Bellevue
Packard, Tena L..... Salem
Parkins, Almon E..... Rattle Run
Paxton, Clyde S..... Marshall
Patterson Shirley S..... Jackson
Palmer, Nellie E..... Milford
Patterson, Jennie Belle..... Ypsilanti
Paine, Cora M..... Ypsilanti
Pheil, Florence ..... Coleman
Peters, Mabel L..... Petersburgh
Pessell, Lucy ..... Quincy
Philips, Elizabeth M..... St. Clair
Quail, Florence M..... Croswell
Rawdon, Harry ..... Ypsilanti
Reed, Emily C..... North East, Pa.
Rood, Frank B..... Nashville
Robinson, Emily P..... Mason
Rossman, Mary ..... Leslie
Rodda, William J..... Ypsilanti

Shaw, Lena A.....Ypsilanti
Sparling, Elizabeth .....Mt. Clemens
Salsbery, Charles .....Elkton
Saxton, Bessie N.....Ypsilanti
Stratton, Martha Donna.....Troy, O.
Sharpe, Nina B.....Flint
Spafford, Frances J.....Bellevue
Stark, Elvira .....Ann Arbor
Stark, Helen .....Ann Arbor
Sweet, Minnie G.....Detroit
Sillito, Lucile W.....Xenia, O.
Sprinkle, Rolland W.....Bulah, O.
Shigley, Roy A.....Hart
Schmidt, Bertha S.....Republic
Smith, Bessie I.....Grand Rapids
Smith, Arthur L..... Reed City
Smith, Robert C.....Bath
Smith, Julia G.....St. Johns
Smith, May E.....Wayne
Smith, Richard A.....Laingsburgh
Stow, Julia A.....Grand Rapids
Squires, Fred H.....Tipton
Sullivan, Julia .....Houghton
Snyder, Alta M.....Owosso
Treadwell, Nettie .....Ann Arbor
Tremper, Cyrus A.....Pontiac
Thomas, M. Adelaide.....Ypsilanti
Thompson, Mary E.....Saginaw, E. S.
Thompson Edith M.....Evart
Tooley, Bertha .....Corunna
Tubergen, Myrtle M.....Grand Rapids
Tucker, Anna L.....Big Rapids
Van Camp, Alberta E.....Benton Harbor
Van Verst, Bertha .....Fowlerville
Van Zile, Bertha L.....Northville
Waldron, John H.....Wacousta
Wagar, Jessie .....Okemos
Wallace, Newell B.....Williamston
Wehner, Clara C.....Otsego
Wall, Ruth C.....Cadillac
Winter, Orrin B.....Caledonia
Wilson, Elizabeth K.....Ypsilanti
Wilson, Mabel K.....Ypsilanti
Wilson, George K.....Ypsilanti

Wrisley, Bessie ....Charlevoix
Wise,Estella E.....Reed City
Wood Mary F.....Spring Lake
Woodward, Nellie M C.....Frankfort
Woodman, Clara .....Paw Paw
Young, Mary I..... .....Traverse City
Young, Jessie M.....Adrian
Yonkers, Nettie .....Grand Rapids
Zimmer, Iva B.....Manistee

FIVE YEAR CERTIFICATE

Baird, Ivah C.....St. Clair
Bellow, Luanna .....Port Sanilac
Cook, Amelia C.....Edmore
Doyle, Persis M.....Delphos, Kan.
Dunton, Lena Esther..... .....Grass Lake
Dunn, Katharine .....Michigamme
Glascoff, Harriet L.....Albion
Hopkins, Fannie A.....Benton Harbor
Hoag, Amy .....Springport
Hurlbert, Beryl .....Tawas City
Lomprey, Frank W.....Detroit
Streator, Mabel E.....Galesburg
Taylor, Fannie A.....Ann Arbor
Watters, L Maude.....Marlette

DEGREE B. Pd.

Campbell, Lavilla H.....Ypsilanti
Hoyt, Eula M. Drew.....Howell

September 25, 1903

DIPLOMA COURSE, LIFE CERTIFICATE

Bray, Mary Ethel.....Ypsilanti
Bray, Edith .....Ypsilanti
Bray, Caroline Belle.....Okemos
Barden, Effie Eulalia.....Lansing
Baxter, James Harvey.....Oxford
Beardsley, Loretta May.....Ypsilanti
Becker, Laura M.....Gallopville, N. Y.
Bellow, Luanna..... Port Sanilac
Beurman, Eva E.....Newberry

Bierkamp, Mary A.....Wyandotte
Chapman, Charles Willis.....Fowlerville
Carr, Francis D.....Pinckney
Crane, Edith .....Fenton
Carter, Carrie L.....Newaygo
Carpenter, Clifford D.....Bronson
Ellis, Winnafred .....Camden
Feemster, Lucy .....Grand Rapids
Garrison, Edith R.....Fremont
Giddings, Sara Rebecca.....Galesburg
Garlinghouse, Ethelyn .....Tecumseh
Germaine, Genevieve .....Muir
Harden, Lulu Belle.....Jackson
Hughes, Minnie Pearl.....Fowlerville
James, May M.....Jackson
Loveland, Edwin Oscar.....Tower, Minn.
Metz, Rose Christine.....Albion
Mero, Jennie Marie.....Ludington
Moden, Austin Edward.....Gagetown
McPherson, William Barie.....Jasper, O.
Nielson, Elva Irene.....Trufaut
Nason, Harriet Lee.....Saginaw
Neuman, Marie C.....Grand Rapids
O'Hearn, Clara .....Detroit
Pratt, Marion .....Traverse City
Payne, Ella May.....Utica
Pennington, Elizabeth .....Imlay City
Parsons, Mabel .....Shelby
Perry, Seymour M.....Grand Blanc
Pieters, Aleida J.....Fennville
Pierson, Anna Kouise.....Leslie
Potter, Celia D.....Willis
Redman, Mabel Mord.....Detroit
Stevens, Arthur Julian.....Bangor
Sherman, Albert Ernest..... .....Byron
Sherwood, Kate E.....St. Joseph
Spencer, Gertrude E.....Locke
Schwender, Louise O.....St. Clair
Smith, Charles O.....Ypsilanti
Westgren, Lillian .....Ishpeming
Whitcomb, Lettie A.....Vassar
Withey, Marguerite Enid.....Marquette

FIVE YEAR CERTIFICATE

Faucher, Denis A.....Saginaw
Gow, Jean Gunn.....Cadillac
Hart, Mabel R.....South Haven
Harbour, Maude J.....Crystal Falls
Hoopingarner, Sarah Leola.....Bronson
Honeyman, Mabel .....Vandalia
Maxam, Elsie .....Waterford
Padfield, Mary .....St. Clair
Perkins, Mary .....Milford
Royce, Addie L.....Owosso
Smith, Mabel A.....Martin

Table Showing Attendance by Counties and States for the Year 1903-1904

(Note—These figures do not include the enrollment for the summer term.)

Alger		Ionia	24
Alcona	1	Iosco	4
Alpena		Iron	4
Allegan	24	Isabella	3
Antrim	7	Isle Royale	
Arenac		Jackson	19
Baraga		Kalamazoo	11
Barry	9	Kent	28
Bay	1	Kalkaska	1
Benzie	4	Keweenaw	
Berrien	22	Lake	1
Branch	7	Lapeer	23
Calhoun	26	Leelenau	
Cass	6	Lenawee	20
Charlevoix		Livingston	30
Cheboygan	4	Luce	1
Chippewa	4	Mackinac	5
Clare		Macomb	12
Clinton	17	Manistee	2
Crawford	1	Marquette	4
Delta	1	Mason	10
Dickinson	2	Mecosta	9
Eaton	32	Menominee	5
Emmet	9	Midland	4
Genesee	21	Missaukee	
Gladwin		Monroe	9
Grand Traverse	3	Montcalm	9
Gratiot	2	Montmorency	
Gogebic		Muskegon	6
Hillsdale	26	Newaygo	9
Houghton	19	Oakland	35
Huron	6	Oceana	7
Ingham	19	Ogemaw	

Ontonagon	3	Schoolcraft	2
Osceola	12	Shiawassee	23
Oscoda	2	St. Clair	25
Otsego		St. Joseph	21
Ottawa	14	Tuscola	4
Presque Isle		Van Buren	15
Roscommon		Washtenaw	158
Saginaw	12	Wayne	48
Sanilac	17	Wexford	4

STATES

Dist. of Columbia	1	Missouri	1
Iowa	1	New York	1
Illinois	3	Nova Scotia	1
Indiana	1	Ohio	16
Kentucky	1	Ontario, Canada	2
Montana	2	W. Virginia	1
Wisconsin	1		

Statistics for 1903-1904

Enrollment for the college year to date, April 19, 1904		1002
Number entering this year for the first time	474	
Number of above received on diploma	376	
Number of above received on examination	19	
Number of preparatory students	11	
Number of students in Conservatory of Music	194	
Number of candidates for degree Bd. Pd. in residence	10	
Number of post graduates	17	
Number of college graduates	3	
Number of counties sending students (see table p. 191)	67	
Number of counties not represented	17	
Number who have taught	476	
Number enrolled in the summer term		762
		1764
Deduct counted twice		121
Total attendance to date, April 1, 1904, for the year beginning July 1, 1903, not including Training School		1643
Numbers enrolled in Training School:		
Kindergarten	60	
First grade	45	
Second grade	38	
Third grade	40	
Fourth grade	46	
Fifth grade	41	
Sixth grade	45	
Seventh grade	36	
Eighth grade	29	
Ninth grade	30	
Total in Training School		410
Total attendance in College and Training School		2053

Directory, 1904-1905

JONES, L. H., A.M., 730 Forest Avenue.

Barbour, Florus A., A.M.....704 Pearl St.
Bird, Myra .....411 Pearl St.
Boardman, Alice I.....420 Ballard St.
Blount, Alma, Ph.D.....405 Congress St.
Bowen, W. P., M.S., B.Pd.....203 Brower St.
Bowman, Isaiah .....123 Summit St.
Buell, Bertha L., B.L.....429 Adams St.
Burton, Fannie Cheever .....517 Adams St.
Chase, Annette F.....410 Emmet St.
Clark, Inez .....517 Adams St.
D'Ooge, Benjamin L., A.M., Ph.D.....602 Congress St.
Downing, Estelle, A.B.....429 Adams St.
Eagle, Mabel A.....702 Emmet St.
Edwards, George V., Ph.D.....213 Hamilton St.
Fleischer, Ida, Ph.D.....306 Brower
Ford, R. C., Ph.D.....505 Chicago Ave.
Foster, Clyde E.....407 Huron St.
Garner, Lota H.....201 Normal St.
Goddard, Mary A., B.S.....516 Adams St.
Goodison, Bertha .....321 Huron St.
Hoyt, Charles O., A.B., Ph.D.....318 Congress St.
Jackson, Adella.....105 Normal St.
Jefferson, Mark S. W., A.M.....14 Normal St.
King, Julia Anne, A.M., M.Pd.....611 Pearl St.
Laird, S. B., B.Pd., M.S.....318 Forest Ave
Lathers, J. Stuart, B.L.....324 Forest Ave.
Lombard, Mary Joy, B.L.....324 Forest Ave.
Lyman, Elmer A., A.B.....126 Washington St.
Lynch, Abigail .....117 Huron St.
Magers, S. D., M.S.....9 S. Summit St.
Martin, Mattie Alexander, A.B.....220 Huron St.
Mellencamp, F. J.....509 Forest Ave.
Muir, Helen B.....324 Forest Ave.
Norton, Ada A., Ph.M.....510 Pearl St.
Olmsted, Anna H.....220 Huron St.

Pearce, Abigail, Ph.B., B.Pd.....410 Emmet St.
Peet, B. W., M.S.....510 Emmet St.
Pease, Frederic H.....43 Summit St.
Phelps, Pessie, M.S.....429 Adams St.
Plunkett, Harriet M., B.S.....614 Cross St.
Putnam, Daniel, A.M., LL.D.....314 Forest Ave.
Putnam, Mary B., Ph.B., B.Pd.....314 Forest Ave.
Roberts, Dimon H., A.M.....615 Congress St.
Roe, Abigail .....417 Ellis St.
Sherzer, Will H., M.S., Ph.D.....9 N. Summit St.
Shultes, Florence, B.Pd.....510 Emmet St.
Steagall, Mary M.....117 Huron St.
Stone, John C., A.M.....501 Adams St.
Stowe, Hester P.....220 Huron St.
Strong, Edwin A., A.M.....127 Normal St.
Thompson, Kate R.....411 Pearl St
Tuttle, Alma, A.B.....220 Huron St.
White, Minor E.....727 Chicago Ave.
Wilson, Ella M.....324 Forest Ave.
Wise, Margaret E.....18 Adams St.

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